



WHITEBRIDGE HIGH SCHOOL

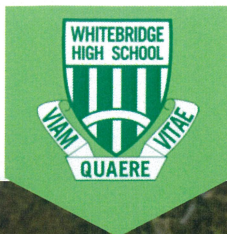
PROGRAM OF STUDIES STAGE 5 2020 - 2021

A caring community committed to excellence,
diversity and fostering individual talents.

**INFORMATION ON COURSE SUBJECTS
INCLUDING ELECTIVE COURSE CHOICES FOR
STUDENTS IN YEAR 9 2020**

Promoting positive behaviour through consistent expectations which are achievable, acknowledged and recognised throughout our entire school.

Learning - Respect - Responsibility



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YEARS 9 - 10 SCHOOL CURRICULUM 2020 - 2021

Stage 5 Electives

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INTRODUCTION

It is necessary at this time of the year for your child to select subjects which will be studied for Years 9 and 10 (2020 and 2021). There are two categories of subjects, the “Core” and “Elective” subjects. Both categories must be studied to fulfil the requirements of Stage 5.

1. Compulsory “Core” Subjects which all students must study:-

- English
- Mathematics
- Science
- History
- Geography
- Personal Development/Health/Physical Education
- Sport

2. Student will also choose ONE 200 hour elective over Yr 9 & 10 years plus ONE 100 hour elective to study in Yr 9. Next year, students will choose another 100 hr elective to study in Yr 10. The electives on offer are:-

- | | |
|---------------------------------------|--|
| ● Commerce | ● Ceramics (Pottery) |
| ● Elective History | ● Dance |
| ● Japanese | ● Photographic and Digital Media |
| ● Stage 5 Chinese | ● Music |
| ● Information and Software Technology | ● Physical Activity & Sports Studies |
| ● Marine & Aquaculture Studies | ● Design & Technology (Imagineering Based) |
| ● Food Technology | ● Graphics Technology |
| ● Textiles/Fashion | ● Industrial Technology - Timber |
| ● Child Studies | ● Industrial Technology - Metal |
| ● Drama | ● Industrial Technology - Engineering |
| ● Visual Arts | |

These elective subjects will later be divided into two groups named as the X and Y electives. One of these elective lines will be the 200 hour line and the other will be the 100 hour line. The composition of the TWO elective groups is determined by accommodating the greatest number of students in their first and second choices. This division may cause some students not to gain either or both their first three choices. To help us in this we ask that students choose FIVE subjects they would like to study in their order of preference (i.e. 1-2-3-4-5).

The third, fourth and fifth nomination allows us to give them a preference if one of their first two is not available or not offered.

Parents and students are welcome to discuss elective subjects with the Head Teachers to clarify course demands before making their final subject choices.

Once you have made the final selection of your subject students will be placed in courses. Students are advised to choose carefully as changes to student’s electives may not be possible. Students can only change their elective through an application to the relevant Deputy Principal by the end of **Week 3, T1, 2020 (14/2/2020)**

Selecting Subjects for Years 9 and 10, 2020 and 2021

There are a number of factors to consider when making subject choices for years 9 and 10.

(1) PUPIL INTEREST AND ABILITY:

Students should be selecting a course of study which caters to their interest and ability. While clearly vocational issues have to be considered, many students will be unsure as to what occupation they wish to pursue. Students should select subjects which they like and where they succeed. They should not select a subject just because their friends have selected it. They should follow their own interests and ability in order to maximise their educational experience.

(2) VOCATIONAL CONSIDERATIONS:

Some students may be considering leaving school when they turn 17. Students may have some occupational goals in mind in which case they need to check with the Careers Adviser about TAFE courses and occupation requirements.

In addition it is worth considering that few subjects in the Senior School have prerequisite requirements in the Junior School. However, students wanting to study Japanese at 2 Unit Continuers in Year 11 will have to elect Japanese in the Junior School.

(3) BALANCED PROGRAM:

Years 9 and 10 provide a good opportunity to follow a balanced program before many students begin to specialise in Years 11 and 12. Students should consider the diversity of educational experiences that the Junior Curriculum offers. This time allows students to choose subjects which address the technological, humanities and cultural aspects of education.

(5) Parents are asked to discuss subject choices carefully with their children and ensure that students understand that:

- a) Electives are either 1 or 2 years in length and changes are not normally possible.
- b) Students can only change their elective through an application to the relevant Deputy before the end of Week 3, Term 1, 2020 and this is only due to exceptional circumstances.
- c) Subjects will be taken into account as part of the Stage 5 program.

(6) COST:

Some subjects being offered in 2020 and 2021 have costs associated with their enrolment. They have been highlighted on the selection sheet on the last page.

INDUSTRIAL ARTS

Imagineering

Industrial Technology Timber, Wood & Engineering (general information)

Course description

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. At Whitebridge high we offer two electives in Industrial Technology

Industrial Technology (Metal)

Industrial Technology (Timber)

Industrial Technology (Engineering)

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn?

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students can only select two Industrial Technology electives over Yr 9/10.

This means that they cannot select a 200 hour Industrial Technology elective combined with two 100 hour Industrial Technology electives; they cannot study all three Industrial Technology electives.

INDUSTRIAL TECHNOLOGY (TIMBER) (specific information)

Contact Person: Mrs Taylor, HT Home Economics

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.

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

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.

Cost: \$70 for both Years 9 and 10 respectively

INDUSTRIAL TECHNOLOGY (METAL) (specific information)

Contact Person: Mrs Taylor, HT Home Economics

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

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

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects

Cost: \$70 for both Years 9 and 10 respectively

INDUSTRIAL TECHNOLOGY (ENGINEERING) (specific information)

Contact Person: Mrs Taylor, HT Home Economics

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy.

Practical projects will 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:

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

Cost: \$60 for both Years 9 and 10 respectively

GRAPHICS TECHNOLOGY

Contact Person: Mrs Taylor, HT Home Economics

Course description

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost: \$20 for both Years 9 and 10 respectively.

HOME ECONOMICS

Design, Food & Fashion

FOOD TECHNOLOGY

Contact Person: Mrs Taylor, HT Home Economics

Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

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

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost \$100

TEXTILES TECHNOLOGY

Contact Person: Mrs Taylor, HT Home Economics

Course description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

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

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study; Design, Properties and Performance of Textiles, Textiles and Society are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost: \$60 - *Students will also be expected to purchase fabrics and related equipment for major works.*

CHILD STUDIES

Contact Person: Mrs Taylor, HT Home Economics

Course description

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.

The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules will be between 15 and 30 lessons in duration.

The syllabus modules are:

- 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

Throughout the course students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Cost: \$20/year

CAPA (Creative and Performing Arts)

The Creatives

VISUAL ARTS

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Cost: \$50 per year

DANCE

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Costs: Nil

CERAMICS

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

The Ceramics course is an extension of the mini-elective course that is offered in year 8, however, class projects are different and more complex to the year 8 course.

Ceramics is all about clay. Students will be able to make sculptural and functional forms using a variety of building methods such as slab, coil, tiles, moulded and wheel-thrown works. There are many themes – marine forms, animals, the environment, people – and students are encouraged to creatively explore the media of clay. There is also some technical knowledge of clays, kilns and decorative techniques. Students will also study the expressive and functional qualities of ceramic forms from contemporary and past cultures.

Experience and skills learnt in Ceramics would also provide an excellent basis for further study in Visual Arts in years 11 and 12.

Cost: \$50 per year

MUSIC

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Cost: \$20

PHOTOGRAPHY & DIGITAL MEDIA

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Cost: \$50

DRAMA

Contact Person: Mrs D Ferguson/ Mr McDonald, HT CAPA

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Cost: \$20

COMMERCE **Contact person:** Ms Nunn, HT HSIE

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option.

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

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.

Cost : Nil

ELECTIVE HISTORY

Contact person: Ms Nunn, HT HSIE

Course description

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

What students learn?

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Cost : Nil

INTERNATIONAL STUDIES

Contact person: Ms Nunn, HT HSIE

Australia's future cultural development, economic growth and identity will depend on how well Australian's respond to opportunities in trade, work, travel and developmental partnerships in the Asian region. It will also depend on how well Australians engage with individuals, businesses, other organisations and governments through intercultural understanding. We believe that the knowledge, skills and attitudes developed over the two years in this course are essential for all Australians. In this course students will gain an understanding of their own culture, cultures within Australia and also a wide range of other cultures, with an emphasis on the Asia-Pacific region especially China.

This new course will place Whitebridge HS students in a unique position with increased international experiences and exposure to different cultures. This new course aims at engaging students through content rich activities. This course links directly to many of the HSIE subjects (Society and Culture, History, Geography, Business Studies and Legal Studies) in Years 11 and 12.

Core Study: Understanding culture and diversity in today's world

Six Option studies:

Culture and Travel	Culture and Sport
Coming to Australia	Culture and Food
Culture, Science, Technology and Change	Culture and the Media

Cost: Nil

JAPANESE

Contact person: Ms Nunn, HT HSIE

Japanese is a practical and fun subject choice. Japan is one of Australia's major trading partners and Australia has a very strong relationship with Japan. In addition, Australia is a very popular destination for Japanese tourists and many Australians travel to Japan for business or leisure. The ability to communicate in Japanese, together with other skills, can enhance job opportunities in many areas such as trade, tourism, diplomacy, banking, retail, technology and education.

In Year 9 Japanese you will develop your reading, writing, speaking and listening skills through the study of a series of interesting topics including sport, food, technology, travel and festivals. Students will also further their knowledge of Japan. The course is based on the textbooks Mirai 1 and 2, supplemented by an activity book and other materials. Students will learn hiragana, katakana and kanji.

You will learn about sumo, pachinko, anime, manga, Harajuku, samurai, robots and more. You will do many different activities such as

Prepare a Japanese meal

Create your own manga and anime

Celebrate Japanese festivals

Take a virtual trip to Japan

Play Japanese computer games

You will use digital media to create movies, podcasts, presentations and your very own Japanese speaking avatar. You will become skilled in typing Japanese script. Learning Japanese will be useful AND fun!

Cost: - Activity Book \$30

SCIENCE

Scientific Investigations

INFORMATION AND SOFTWARE TECHNOLOGY

Contact Person: Ms Crosbie, HT Science

The Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What students learn

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

Artificial Intelligence, Simulation and Modelling

Authoring and Multimedia

Internet and Website Development

Software Development and Programming

Robotics and Automated Systems.

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Cost: \$12 *This contribution will be used to facilitate 3D Printing, DVD's, CD's, and paper for student use, and also to maintain software site licenses and laboratory packs for individual or group work.*

MARINE AND AQUACULTURE TECHNOLOGY

Contact Person: Ms Crosbie, HT Science

Course Description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

The Marine and Aquaculture Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn?

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Cost: \$15.00 per year

PDHPE (Personal Development, Health & Physical Education) Lifestyle Empowerment

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Contact Person: Mr Harradine

Course description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What students learn

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

Throughout the course students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

The movement applications are European handball, golf, table tennis, badminton, lifesaving, orienteering, tennis and archery.

Cost: \$Nil *This course involves excursions/camps that will involve cost.*



Whitebridge High School

Subject Selection Planning Sheet Year 9 2020 and Year 10 2021

- Open the email that has been sent to your school email titled **Edval Timetables Stage 5 Electives** and follow the instructions.
- You will have to make **five** choices for your electives for next year. You will only study **two** electives in 2020/2021 but we may need to use your reserves if you miss out on one of your first 2 choices. Your selections must be in order of your preference.
- The sheet below can be used as a **planning sheet only**. The actual selections will be made online. Place a **1** (first choice), **2** (second choice), **3** (third choice), **4** (fourth choice) and **5** (fifth choice) next to the subjects to indicate your preference.
- It is very important that you choose carefully for all of your choices as you may get any of your 5 choices.
- If there are insufficient numbers the class will not be timetabled and those who choose that class will be allocated their next choice. There is no guarantee that you will get your 1st or 2nd choice.
- If demand for a course exceeds the number of classes possible, class allocation will be made on the order of priority given, late returns may miss popular subjects. All selections made by the due date will be treated equally.
- Remember that some subjects have cost associated with them.

Once you have submitted your selections and enrolled in the classes formed at the school, you cannot make changes except through application to the relevant Deputy by Friday 14/2/20

Subject	Cost (Due T1, 2019)	Preference	Subject	Cost (Due T1, 2019)	Preference
Commerce	Nil		Dance	NIL	
Elective History	Nil		Music	\$20	
Japanese	Activity Book \$30		Physical Activity & Sports Studies (PASS)	Nil	
Information & Software Technology	\$12		International Studies	Nil	
Marine & Aquaculture Studies	\$15		Industrial Technology - Timber	\$70	
Food Technology	\$100		Industrial Technology - Metal	\$70	
Textiles Technology	\$60		Industrial Technology - Engineering	\$60	
Child Studies	\$20		Photography & Digital Media	\$50	
Drama	\$20		Ceramics	\$50	
Visual Arts	\$50		Graphics Technology	\$20	

*Please complete the online selection form by **Monday 19 August**. Details on how to complete this online form has been emailed to you. Please see Mr Mulhearn if you did not receive an email.*