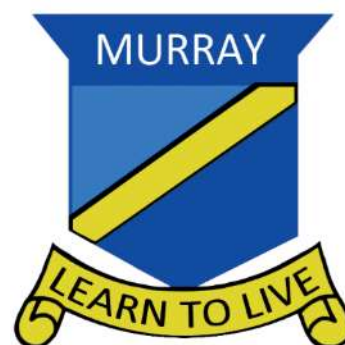


MURRAY HIGH SCHOOL

Stage 5 Course Guidebook

2022



Kaitlers Rd, Lavington
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WHAT THIS GUIDEBOOK IS FOR

The Record of School Achievement (ROSA) is accumulative credential that is awarded when a student leaves school after completion of Stage 5 courses.

This Guidebook allows students to:

1. **UNDERSTAND THE COURSES** of study available as well as any special rules that apply to those subjects.

AND

2. **MAKE INFORMED DECISIONS** about the subjects they wish to study in Stage 5.

The teachers of Murray High School are here to help and advise students on subjects which might suit them, but it is the students, in consultation with their parents, who need to make the final decision about their Stage 5 courses.

2021 Subject selections

Please read this Course Guidebook that has been issued to students and sent to your school email address. It is also available on the Murray High School Internet Page.

While all courses are offered, for selection student selections and staffing allocations will determine how many courses can run each year.

- Students will study at least TWO elective subjects for 4 periods per week over 2 years.
- These courses must be chosen carefully as there are rules governing if and when students may change courses.
- Students should select courses based on their interests and **NOT** on what their friends select, as they may not even be in the same class.
- Be sure to consider the contribution costs of some courses before you make your selections.

Students will nominate 5 courses in order of preference in case one or more of their chosen courses do not run. Courses with insufficient numbers will not run.

Some subjects have limited vacancies and will fill fast.

Students who fail to make their Subject Selection on time will be placed in classes at the end of the selection process where vacancies exist.

Student subject selections must be completed by:

Friday 8th October 2021.

ONLINE SUBJECT SELECTION

Students will receive an email with a link to the subject selection page in their school email account. This email will contain an individual Web Code that will need to be entered to log in to the site.

If the email does not arrive.

1. Check your 'junk' or 'spam' filter folder in your email system.
2. Contact the school office.
3. Students can see Mr Brownlaw or Mr Obbink for assistance.

Once logged in, follow the onscreen instructions.

1. Log into <https://my.edval.education/login>
2. Enter the Web Code
3. Hover over "YEAR 9 AND 10 ELECTIVES 2022" and click the button "Click Here"
4. Select 2 electives in order of preference.
5. Choose 3 extra preferences in case any of your first preferences do not run.

Important Notes

- Courses are allocated in order of preference – place your most desired course in "Preference 1".
- Subject Approval forms will not be accepted without a parental signature.

Subject selections may be printed at the school library free of charge.

If students have any questions or problems, they should see Mr Brownlaw, or Mr Obbink.

ASSESSMENTS AND REPORTS IN

STAGE 5

In each course description, students will find the outline of the content of the course.

Parental Reports, which will be issued during Term 2 and Term 4, will report on the achievement of the outcomes from these course descriptions.

These reports will contain a detailed comment on students' progress and achievement, as well as a profile of achievement in specific areas of the course.

THE NEW SOUTH WALES RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA may be awarded at the end of Stage 5 and provides a record of all subjects studied.

The requirements for the Record of School Achievement (RoSA), as prescribed by the N.S.W. Department of School Education are:

1. Students satisfactorily study -
 - (a) English, Mathematics, Science, History, PDHPE and Geography
 - (b) 400 Hours of electives course in at least 2 different areas.
2. Students have had adequate experience in Music, Art.
3. Students must have a satisfactory record of attendance and application.

ATTENDANCE AND APPLICATION

Satisfactory application is essential for the award of a Record of School Achievement (RoSA). A judgement will be made by the Principal as to whether students have applied themselves at school to a degree that warrants the award of a Record of School Achievement (RoSA). In making this judgement the Principal will take into account the degree of effort shown by the students and their attitude to the studies.

STAGE 5 COURSES

After completing Year 8, students will have had an educational experience in a number of learning areas. The Stage 5 courses will be aimed at broadening and extending learning experiences.

Students will study: -

1. **MANDATORY SUBJECTS** in:

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

Students must elect to study (two) for 2022:

2. **ELECTIVE SUBJECTS**

In 2022 we will be offering Module A

Agricultural Technology – Strand 1
Agricultural Technology – Strand 2
Chinese
Commerce
Drama
Fashion and Fabric
Food Technology
History Elective
Industrial Technology
 Electronics – Strand 1
 Metal – Strand 1
 Timber – Strand 1 & 2
Information Software and Technology
International Studies
Music
Photographic and Digital Media
Physical Activity & Sports Studies (PASS)
Visual Arts
Visual Design

MANDATORY SUBJECTS

ENGLISH (MANDATORY)

Course Description

Students of English in Years 7-10 learn to read, enjoy, understand, appreciate, and reflect on, the English language in a variety of texts; and to compose texts that are imaginative, interpretive, critical, and engaging.

What will students learn to do?

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing, and representing
- use language to shape and make meaning according to purpose, audience, and context
- think in ways that are imaginative, creative, interpretive, and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

What will students learn about? Stage 5 (Years 9-10)

In each year of Stage 5, students will study examples of: spoken texts, print texts, visual texts, media, multimedia and digital texts.

Across the two years of Stage 5, students will study at least two of each of the following types of works: fiction; film; nonfiction; drama; and a variety of poetry drawn from different anthologies and/or the study of one or two poets. These and other texts will give students experience of:

- texts widely regarded as quality literature
- Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- every day and workplace texts
- a range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- a range of digital texts, including film, media and multimedia.

MATHEMATICS (MANDATORY)

Course Description

Mathematics is used to identify, describe, and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge, and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?

Students will study a range of topic within the three main strands of Mathematics. These topics include:

Number and Algebra	Measurement & Geometry	Statistics and Probability
Fractions	Perimeter and area	Probability
Decimals	Surface area and Volume	Data collection and representation
Percentages	Trigonometry	Data analysis
Consumer arithmetic	Properties of geometrical figures	
Co-ordinate geometry	Deductive geometry	
Algebraic techniques		

What will students learn to do?

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

Stage 5 Mathematics Courses

Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

For this reason, Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three sub-stages, Stage 5.1, Stage 5.2 and Stage 5.3. These sub-stages are not designed as prescribed courses and many different 'endpoints' are possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.

Stage 6 Mathematics Pathways

Mathematics Extension 1 and 2 (HSC) – Students need to have completed Stage 5.3 Mathematics.

Mathematics Advanced– Students need to have completed Stage 5.3 or 5.2 Mathematics although completing 5.3 will give the best preparation for this course.

Mathematics Standard 1 and 2 – Students need to have completed Stage 5.3, 5.2 or 5.1 Mathematics although the best preparation would include some of the 5.2 concepts.

Mathematics Numeracy - Students need to have completed Stage 5 Mathematics.

SCIENCE (MANDATORY)

Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical, and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?

Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology, and the environment.

What will students learn to do?

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, 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.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

GEOGRAPHY (MANDATORY)

Course Description

Geography is the study of places and the relationship between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world.

Students learn to question why the world is the way it is, reflect on their relationship with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

What will students learn about?

Geography emphasises the role, function, and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Units of work studied include:

- Sustainable Biomes
- Changing Places
- Human Wellbeing
- Environmental Change and Management

What will students learn to do?

Geographical inquiry involves students acquiring, processing, and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences, and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including, asking distinctively geographical questions, planning and inquiry and evaluating information: processing, analysing and interpreting that information, reaching conclusions based on evidence and logical reasoning, evaluating and communicating their findings, and reflecting on their inquiry and responding, through action, to what they have learned.

Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

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

HISTORY (MANDATORY)

Course Description

History is a disciplined process of enquiry into the past that helps to explain how people, events and forces from the past have shaped our world.

It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual, and oral sources of evidence.

What will students learn about?

The first part of Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked, and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914 -1918) and World War II (1939-1945).

The second part of the course follows the history of the modern world and Australia from 1945 to present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic, and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place with the Asia-Pacific region, and its global standing.

What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (MANDATORY)

Course Description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident, and socially responsible citizens.

What will students learn about?

The *PDHPE Syllabus* is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths, and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety, and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe, and active.

What will students learn to do?

Throughout the course students develop, strengthen, and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

Course requirements

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

ELECTIVE SUBJECTS

UNDERSTANDING THE NEW ELECTIVE SYSTEM

Strand 1 subjects must be completed before studying a Strand 2 subject.

Strand 2 will only be offered for Agriculture and Industrial Technology – Timber in 2022 as they were the only prerequisite subjects studied in 2021.

Subjects divided into Module A and Module B can be studied in any order.

As Module B subjects were studied in 2021, we will only be offering Module A subjects in Stage 5 in 2022

Stage 5 elective classes maybe mixed with year 9 and year 10 students.

ADVICE WHEN CHOOSING ELECTIVE COURSES

- Subject fees are payable for some courses.
- Special clothing and equipment are also required for some courses.
- While all the elective courses outlined in this booklet are offered, **SOME** may not run if there are not enough students to form a class. Students will be advised if new choices are required.

The choices students make, are **VERY IMPORTANT** as they may not be able to change them and could affect the students' ability to do well at school and beyond.

- Be sure that you choose carefully because you must complete a full year of study in any course to be given credit for this in the Record of School Achievement (RoSA)
- Students must choose two courses for Year 9 and then again for Year 10. Students may not repeat any module.

AGRICULTURAL TECHNOLOGY

Course description

This course will develop an understanding of the diverse and dynamic nature of Australian Agriculture. Students study the management of agricultural enterprises and products using of sustainable and ethical management practices, identify hazards and risks when using chemicals and tools, work collaboratively with others on common tasks, recognise the role of technology in agriculture and learn to handle animals with care and compassion.

What students will learn

Strand 1

Strand 1 covers the following Topics - Introduction to Agriculture
- Plant Production 1
- Animal Production 1

These provide a board overview of plant and animal related concepts to encourage students to develop an appreciation of the complex nature of Agriculture and will provide opportunities to understand plant and animal production in the context of sustainability, marketing, ethical considerations first hand practical experiences in growing, tending and processing products.

Strand 2

Strand 2 covers the following topics - Agricultural Systems and Management
- Plant Production 2
- Animal production 2

These topics provide opportunities to develop a more in-depth appreciation of the complex nature of plant and animal enterprises and will provide further opportunities to gain first hand practical experiences in a range of agriculture situations, including designing and undertaking agricultural experiments and investigations

Special Requirements

- Strand 2 can only be selected in Year 10 as part of the 200 hour Agricultural Technology Course after having completed Agricultural Technology Strand 1 in Year 9.
- Strand 2 will help to prepare interested students considering studying Stage 6 Agriculture in Years 11 and 12.

Contributions

In order to cover the costs of materials the following contributions will be required.

\$15.00

CHINESE
Course description
<p>Learning another language helps students gain global insight and a new perspective on the world we live in. It also builds memory and problem-solving skills, sharpens the mind and develops a stronger understanding of your first language.</p> <p>Language and culture are interdependent; the study of another language facilitates the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.</p> <p>Chinese is a language of local, regional and global importance. The ability to communicate in Chinese opens up access to a wider range of employment opportunities in the technology world while also contributing significantly to sociocultural and economic relationships between Australia and Chinese speaking countries. The course also develops students understanding of China's significant profile in economic, political and cultural developments, both globally and in the Asia Pacific region.</p>
What students will learn
Module A
<p>中国名星 (Zhōngguó míngxīng) Famous Chinese People</p> <p>Did you know the current richest Chinese celebrity is 20 years old? In this course learn more about Jackson Lee (TFL boy band member and movie star) and other top Chinese celebrities. We will learn how to give and our opinions about the professional work and social contributions of these people, how to research these artists and develop questions to ask in an interview. We will watch movies, TV shows and listen to music to develop our understanding and language skills.</p> <p>Assessment is based on course work through the year and your own passion project. For the project, which we will work on in class during Term 3, you can select your own topic and presentation format</p>
Module B
<p>中国旅游 (Zhōngguó lǚyóu) Fabulous Chinese Places</p> <p>On this virtual tour of China, you will be introduced to diverse landscapes of China, Taiwan and Chinatowns through the world. Learn about distances between places and travelling by plane, bus, boat, bicycle and bullet train and how to read times and timetables. You will learn how to express your opinions about regional diversity, looking into points of significance including local legends, customs and foods. We learn about money, haggling and how to buy local souvenirs.</p> <p>Assessment is based on course work through the year and your own passion project. For the project, which we will work on in class during Term 3, you can select your own topic and presentation format.</p>
Special Requirements
<p>Students who undertake Chinese in stage five will be required to study Chinese Continuers if they choose Chinese language in stage 6.</p>

COMMERCE

Course description

Commerce helps young people to develop the knowledge, understanding, skills and values that they can use to make sound decisions about consumer, financial, legal, business and employment issues. It teaches students 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 students will learn about

Module A

All students study TWO core topics:

Consumer and Financial Decisions – In this topic students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.

The Economic and Business Environment – In this topic students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.

Module B

All students study TWO core topics:

Employment and Work Futures – In this topic students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.

Law, Society and Political Involvement - Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

In Module A and B students will also study optional topics selected from: Our Economy; Investing; Promoting and Selling; Running a Business; Law in Action; Travel; Towards Independence OR a School-developed option.

To assist students to develop an understanding of basic economic and commercial principals, budgeting, buying and selling, banking and money management, and other key concepts of the Commerce Syllabus, Murray High has developed the Virtual Economy. The Virtual Economy is a school developed unit of work that runs parallel to the commerce course and other units of work. It complements the teaching of key concepts in Commerce, and enables students to participate in 'real life' economic simulation activities and real life challenges.

What will students learn to do

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

DRAMA

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.

Why study Drama? Drama is an important tool for preparing students to live and work in a world that is increasingly team oriented. Drama students develop confidence, tolerance, empathy, problem solving and higher order thinking. Drama promotes active learning and creativity which supports and reinforces learning in the more traditional academic areas of the curriculum.

What students will learn about

In Stage 5 Drama there are two courses available for study: **Module A and Module B**. All students undertake a unit of play building in both Module A and Module B. Play building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. 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.

At least one other dramatic form or performance style must also be studied in each course.

Examples of these include as follows:

Module A	Module B
Improvisation Scripted Drama Shakespeare Comedy Documentary	Improvisation Movement and Mask Melodrama/Commedia dell'arte Australian scripted duologues Small screen film

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.

Special Requirements

Students will require a set of plain black clothes for performances – a plain black t-shirt and black tracksuit pants or tights will be sufficient.

Contributions

\$25

FASHION and FABRIC (Textile Technology)

Course description

The study of Textile Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques

What students will learn about

The aim of Textile Technology Years 7-10 Syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students actively engage in learning about the **properties and performance of textiles, textile design and the role of textiles in society.**

Module A

- Clothing
- Bedroom Furnishing
- Fabric Decoration

Module B

- Textile Art Works
- Costumes
- Accessories

Project work forms the basis of every unit of work. There are two components of project work:

- **development of practical skills to produce a textile item**
- **documentation of student work.**

Students may document project work in a variety of ways which may include a digital portfolio, design portfolio, diary, journal, workbook or any other appropriate method.

What will students learn to do

- use a variety of equipment
- design a develop a range of practical projects
- students learn to implement different techniques used in the textile industry to decorate and produce

Special Requirements

- Students must have shoes with leather uppers and a leather tongue. (due to WH&S regulations)

Contributions

In order to cover the costs of materials the following contributions will be required.

\$60

FOOD TECHNOLOGY

Course description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context 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 will learn about

The aim of the Food Technology Years 7–10 Syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Module A	Module B
<ul style="list-style-type: none">• Food in Australia• Food Selection and Health• Food Equity• Food for special occasion	<ul style="list-style-type: none">• Food product development• Food for Specific Needs• Food Trends• Food Service and Catering

What will students learn to do

Through the study of Food Technology, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students will have access to arrange of resources and technologies appropriate to the planning, preparation, manufacture, experimentation and plating of food.

Special Requirements

Students must have shoes with leather uppers and leather tongues. (due to WH&S regulations)
Students must have an apron.

Contributions

In order to cover the costs of materials the following contributions will be required.

\$100.00

HISTORY ELECTIVE

Course description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods most of interest to the students in the class.

What students will learn about

The History Elective course gives students the opportunity to come together and decide which areas of history interest them the most from a selection of suggested and school developed units. Topics studied by previous classes include:

- Witchcraft and Magic
- Vampires
- Heroes and Villains
- Renaissance Italy
- Terrorism
- The Ottoman Empire
- Slavery
- World Religions
- Myths and Legends
- War and Peace
- Learning History through Films
- The Titanic
- Ned Kelly
- Pirates

What will students learn to do

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Special Requirements

INDUSTRIAL TECHNOLOGY – ELECTRONICS

Course description

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

What students will learn about

Strand 1

The Electronics 1 core module develops knowledge and skills in the use of materials, tools and techniques related to electronics technologies. These are enhanced and further developed through the study of the Electronics 2 specialist module.

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

- electronic circuits and kits
- electronic controlled devices
- robotic projects

It is envisaged that students gain basic skills in Strand 1, and would develop these further in the construction of major projects in Strand 2.

Strand 2

Students will complete one minor project in Term1 and the construct a major project of their own in the following terms.

What will students learn to do

- Use hand tools, materials and power equipment
- Identify and use basic electrical components
- Use a variety of component mounting methods
- Use a range or techniques and equipment in joining materials (apply soldering, sawing, drilling, nailing, bending, gluing methods)

Special Requirements

- Note: To undertake Strand 2, you must have completed Strand 1
- Students must have shoes with leather uppers and a leather tongue. (Shoes with soft uppers are NOT permitted in the practical workshop due to WH&S regulations.)
- Students must have an Apron.

Contributions

In order to cover the costs of materials the following contributions will be required.

\$50.00

INDUSTRIAL TECHNOLOGY – METAL

Course description

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

What students will learn about

Strand 1

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

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

- fabricated projects
- metal machining projects
- sheet metal products

It is envisaged that students gain basic skills in Strand 1, and would develop these further in the construction of major projects in Strand 2.

Strand 2

Students will complete one minor project in Term 1 and then construct a major project of their own in the following terms.

- Fabrication 2 & Fabrication 3
or
- Metal Machining 2 & Metal Machining 3

What will students learn to do

- Use hand tools, materials and power equipment in the workshop
- Use a variety of metals in the production of practical projects
- Use a range of techniques and equipment (cutting, filing, bending, welding, joining materials, lathwork etc.)

Special Requirements

- Note: To undertake Strand 2, you must have completed Strand 1
- Students must have shoes with leather uppers and a leather tongue. (Shoes with soft uppers NOT permitted in the practical workshop due to WH&S regulations).
- Students must have an Apron.

Contributions

In order to cover the costs of materials the following contributions will be required.

\$50.00

INDUSTRIAL TECHNOLOGY – TIMBER

Course description

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

What students will learn about

Strand 1

The core module develops 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 module.

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

- decorative timber products
- furniture items
- storage and display units
- storage and transportation products

It is envisaged that the basic skills gained in Strand 1, and would be developed further in the construction of major projects in Strand 2.

Strand 2

Students will complete one minor project in Term1 and then construct a major project of their own design in the following terms.

What will students learn to do

- Use hand tools, materials and power equipment in the workshop
- Use a variety of timber types and products in the production of practical projects
- Use machines and portable power equipment in the production of practical projects (Sanding, drilling, cutting, turning etc.)

Special Requirements

- Note: To undertake Strand 2, you must have completed Strand 1
- Students must have shoes with leather uppers and a leather tongue. (Shoes with soft uppers are NOT permitted in the practical workshop due to WH&S regulations).
- Students must have an Apron.

Contributions

In order to cover the costs of materials the following contributions will be require \$50 plus supply own materials for a major practical project.

\$50.00

INFORMATION & SOFTWARE TECHNOLOGY (Computing Studies)

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 will learn about

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.

Module A	Module B
The option topics to be studied within this course include: <ul style="list-style-type: none">• Authoring and Multimedia Digital media• Internet and Website Development	The option topics to be studied within this course include: <ul style="list-style-type: none">• Artificial Intelligence, Simulation and Modelling• Robotics and Automated Systems Software Development and Programming

What will students learn to do

Students will identify a 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 formats. Students will have the opportunity to engage in group and individual project based learning activities that involve research and problem solving projects.

In **Module A** students will learn about the internet and develop skills in producing online content including images, videos, audio files and websites. Students will become familiar with using software of an industry standard including, but not limited to Adobe Photoshop, Adobe Premiere/ Pro and Dream Weaver.

In **Module B** students will learn the fundamentals of computer programming. Students will develop their skills using software such as Scratch, Kodu Game Lab and Python 3. Students will also learn about robotics and automation through the building of Lego EV3 Robots and programming using the Lego Mindstorm software interface.

Special Requirements

Contributions

INTERNATIONAL STUDIES

Course description

International Studies allows students to explore and develop a better understanding of the lifestyles, and experiences in a variety of cultures within and outside Australia. The focus of International Studies helps students become more familiar with life in traditional and modern societies.

What students will learn about

The International Studies course gives students the opportunity to focus on their areas of interest from a selection of suggested and school developed units. Students will learn about how people on other countries live, and learn that while there may be many differences, we also have a lot in common.

Module A

In Module A students will learn about Culture and Diversity in Today's World. In this unit they will look at culture, its characteristics and how it varies across the world.

Module B

In Module B students further their investigation of culture through looking at Contemporary Cultural Issues.

In Modules A and B students will be also study optional topics selected from

- Sport and Leisure
- Belief System
- Art and Architecture
- Food and Family life
- Technology and Innovation
- Travel and Tourism
- Film and Literature
- Gender
- Media
- Contemporary Global Issues

What will students learn to do

International Studies aims to take students on a journey to other countries societies and cultures. During this journey students will discover not only the cultural identity of others but also what it is to be Australia. International Studies will cover the issues affecting young people and give students skills for living in a multicultural society.

Special Requirements

This is a school developed board endorsed course and as such will not appear on a student's ROSA.

Contributions

MUSIC

Course description

All students should have the opportunity to develop their musical abilities and potential. 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 students will learn about

In this course, 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, e.g. rock, pop, jazz, classical, theatre.

In Stage 5 music there are two courses available for study Module A and Module B. Both courses aim to develop student's awareness and understanding 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. The use of technology (instrument and music software) will be incorporated across all units of study

Topics will be selected from the following list:

Art Music of the 20th and 21 st Centuries	Baroque Music
Classical Music	Jazz
Medieval Music	Music and Technology
Music for Large Ensembles	Music for Radio, Television, Film and Multimedia
Music for Small Ensembles	Music of a Culture
Popular Music	Nineteenth-century Music
Renaissance Music	Rock Music
Theatre Music	

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 listened with discrimination, meaning and appreciation to a broad range of musical styles.

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

Special Requirements

It is not expected that students are having private instrument lessons; however, students must have an interest and commitment to developing their skills through regular practice.

Contributions

In order to cover the costs of materials the following contributions will be required this includes use of school subscription to notation software, strings and sheet music.

\$10.00

PHOTOGRAPHIC & DIGITAL MEDIA

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. **It is not necessary to complete Course A before studying Course B.**

What students will learn about

Module A	Module B
Students learn about the pleasure and enjoyment of making different kinds of still, interactive and moving forms of photography. They will develop specialized skills from the following context areas: <ul style="list-style-type: none">• camera Skills 1• surrealism• video	Students learn about the pleasure and enjoyment of making different kinds of still, interactive and moving forms of photography. They will develop specialized skills from the following context areas: <ul style="list-style-type: none">• camera Skills 2• portraiture• animation

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 judgments. 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 art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Special Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal, in the form of a Visual Diary

Contributions

In order to cover the costs of programs and materials the following contributions will be required.

\$40.00

PHYSICAL ACTIVITY & SPORTS STUDIES

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 will learn about

Module A	Module B
Topics covered include:	
Name: Fitness and Physiology	Name: Sport and the Community
Body systems and energy for physical activity Physical activity for health Physical fitness Fundamentals of movement skill development Nutrition and physical activity Issues in physical activity and sport Enhancing performance – strategies and techniques Technology, participation and performance	Participating with safety Australia's sporting identity Lifestyle, leisure and recreation Physical activity and sport for specific groups Opportunities and pathways in physical activity and sport Promoting active lifestyles Coaching Event management

What will students learn to do

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.

Special Requirements

Students MUST have a genuine interest in physical activity and an excellent Physical Education attendance and uniform record in Year 8.
 Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's School Certificate Record of Achievement Part A

Contributions

- Entry fees are required for activities held outside of school
- Costs will be incurred for bus travel

\$25

VISUAL ARTS

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. It is not necessary to complete Course A before studying Course B.

What students will learn about

Module A	Module B
Students learn about the pleasure and enjoyment of making artworks in a variety of artmaking forms, including but not limited to; drawing, ceramics, digital media and mural painting.	Students learn about pleasure and enjoyment of making artworks in a variety of artmaking forms, including but not limited to; drawing, sculpture, printmaking and textiles and mural painting.

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, 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 judgments. They learn to record procedures and activities about their art making practice in their Visual Arts diary.

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

Special Requirements

Visual Arts Diary

Contributions

In order to cover the costs of materials the following contributions will be required.

\$40.00

VISUAL DESIGN

Course description

Visual Design provides opportunities for students to engage in and explore a range of design approaches and processes. Students will learn to develop concepts based on design problems and present them in visual forms that will include traditional and technological forms. Students will also examine the role of the designer historically and into the 21st century.

What students will learn about

Module A	Module B
<p>Students learn about the pleasure and enjoyment of making different kinds of visual design in print and 3D. Design modules will be selected from the following context areas:</p> <ul style="list-style-type: none">• Illustration, Publication and Cartooning• Product Design (Ceramics)• Fashion and Stage	<p>Students learn about the pleasure and enjoyment of making different kinds of visual design in print and 3D. Design modules will be selected from the following context areas:</p> <ul style="list-style-type: none">• Graphic Design using industry software “Adobe Illustrator and Photoshop”• Jewellery Accessory• Textile and Furniture Design• Industrial and Environmental Design

What will students learn to do

Students engage in a design process and make works using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgments. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist/designer – artwork – world – audience to make and study visual design artworks.

Special Requirements

Students are required to produce a folio of work and keep a Visual Design journal.

Contributions

In order to cover the costs of materials the following contributions will be required.

\$40.00

SOME COMMON QUESTIONS ANSWERED FOR STUDENTS

1. **WHICH COURSES ARE OF THE MOST USE?**

All courses are of use to you. Some may appear to be more useful than others, but you should remember that **NO** course is intended as preparation for a particular job. All courses provide you with knowledge, skills and attitudes which are useful in life. Most elective courses are **not** pre – requisites for senior courses (HSC)

2. **WHICH COURSES ARE THE EASIEST?**

Courses cannot easily be compared. A great deal depends on your own interests, abilities and attitudes.

3. **SHOULD I SELECT A COURSE BECAUSE MY FRIENDS ARE GOING TO?**

This is not advisable. You should not be affected by what your friends decide. They are concerned with their own future and you should be concerned with yours.

4. **SHOULD I CHOOSE A COURSE BECAUSE MY BROTHER OR SISTER DOES IT AND LIKES IT?**

Courses change and they will not be able to tell you about the courses they did not choose. As all people have different abilities and interests, you may find that other courses appeal more to you.

5. **WHO CAN I TALK TO ABOUT COURSE CHOICES?**

You **MUST** discuss the choices with your parents/guardians because they must approve your selections and they are very involved with your future.

You may need advice from within the school. The Head Teachers are the people most able to tell you about the courses within their own subject areas. The Careers Adviser can provide assistance with careers information.

You should be careful about advice received from outside the school. People often base their opinions on school as it was when they attended, or on experiences of schools other than Murray High. The actual courses vary from school to school and most have changed significantly over the last few years.

Your Year Adviser will be happy to talk with you about any general questions you have about courses and your future.