

# MURRAY HIGH SCHOOL

## **Stage 5 (Years 9-10) Course Guidebook**

# 2025



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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 (Years 9-10) 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 (Years 9-10).

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.

### **2025 Subject selections**

Please read this Course Guidebook that has been sent to your school email address. It is also available on the Murray High School website. <https://murray-h.schools.nsw.gov.au/learning-at-our-school/years-9-10.html>

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.

## 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 "Stage 5 ELECTIVES 2025" 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.

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

### Subject Selection Process

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

- Be sure to consider the contribution costs of some courses before you make your selections.
- Subject Approval forms will not be accepted without a parental signature.
- Failure to submit choices on time may result in your subject selections being completed after all other students' choices have been finalised
- Courses are allocated in order of preference – place your most desired course in "Preference 1".

# **ASSESSMENTS AND REPORTS IN**

## **STAGE 5 (Years 9-10)**

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 (Years 9-10) and provides a record of all subjects studied.

The requirements for the Record of School Achievement (RoSA), as prescribed by the NSW Department of 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 and Visual Arts.
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 (Years 9-10) COURSES

After completing Year 8, students will have had an educational experience in a number of learning areas. The Stage 5 (Years 9-10) courses will be aimed at broadening and extending learning experiences.

**Students will study: -**

**MANDATORY SUBJECTS in:**

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

**Students must elect to study (two) elective subjects for 2025:**

### ELECTIVE SUBJECTS

**In 2025 we will be offering Module B in most subjects:**

Agricultural Technology – Strand 1 and 2  
Child Studies  
Chinese  
Commerce – Module B-2025 and Module A-2026  
Computing Technology  
Critical Thinking – Strand 1 and 2  
Design & Technology – Module A-2025 and Module B-2026  
Drama – Module A and B  
Fashion and Fabric (Textile Technology) – Module A-2025 and Module B-2026  
Food Technology – Module B-2025 and Module A-2026  
History - Elective  
Industrial Technology  
    Electronics – Strand 1 and 2  
    Metal – Strand 1 and 2  
    Timber – Strand 1 and 2  
International Studies – Strand 1 and 2  
Music  
Performing Arts  
Philosophy – Strand 1 and 2  
Photo Media – Module B-2025 and Module A-2026  
Physical Activity & Sports Studies (PASS) – Module B-2025 and Module A-2026  
Visual Arts – Module B-2025 and Module A-2026  
Visual Design – Module B-2025 and Module A-2026

# **MANDATORY SUBJECTS**

## ENGLISH (MANDATORY)

### Course Description

The study of English aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

### What students learn

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

### Course requirements

In Stage 5 students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In Stage 5 students study Shakespearean drama.



# MATHEMATICS (MANDATORY)

## Course Description

By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

When students enjoy learning mathematics, they develop a positive self-concept and become self-motivated learners through active participation in appropriately challenging tasks. This can enhance their resilience in solving mathematical problems relevant to further education and their everyday lives.

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

## What will students learn about?

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

## 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 (Years 9-10) 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.

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

### Core Outcomes

The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Typically, the Core will cover teaching and learning experiences up to the middle of Stage 5.

### Path Outcomes

Paths are used to progress students towards Stage 6 courses and may be implemented at any time in Stages 4 and 5 with careful consideration of the continuum of learning. Paths can be standard (Stn), Advanced (Adv) or Extension (Ext).

### Stage 6 (Years 11-12) Mathematics Pathways

<b>Mathematics Extension 1 and 2 (HSC)</b>	Students need to have completed the core outcomes and as many of the extension and advanced pathway outcomes as possible.
<b>Mathematics Advanced</b>	Students need to have completed the core outcomes and as many of the advanced pathway outcomes as possible.
<b>Mathematics Standard 2</b>	Students need to have completed the core outcomes and as many of the standard pathway outcomes as possible.
<b>Mathematics Standard 1</b>	Students need to have completed the core outcomes and as many of the standard pathway outcomes as possible. This course is designed for students who required ongoing support in completing Stage 5 Core outcomes.
<b>Mathematics Numeracy</b>	Students need to have completed the core outcomes. This course is designed for students who require ongoing support in completing Stage 5 Core outcomes.

## 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 (Years 7-8) and Stage 5 (Years 9-10). At least one project will involve 'hands-on' practical investigation. At least one Stage 5 (Years 9-10) 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 to further education, work, and everyday life.

## HISTORY (MANDATORY)

### Course Description

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

### What students learn about

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

### 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 historical concepts including change and continuity, causation, and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

# 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 (RoSA).

# **ELECTIVE SUBJECTS**

## UNDERSTANDING THE NEW ELECTIVE SYSTEM

Strand 1 must be completed before Strand 2.

Strand 1 will be offered for Agriculture, Critical Thinking, Industrial Technology – Timber, Electronics and Metal in 2025.

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

As Module B subjects were studied in 2024, we will only be offering Module A subjects in Stage 5 in 2025.

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 this 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.



<b>AGRICULTURAL TECHNOLOGY</b>	
<b>Course description</b>	<b>Course Contribution: \$25.00/year</b>
<p>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 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.</p>	
<b>What students will learn</b>	
<b>Strand 1</b>	
<p>Strand 1 covers the following topics:</p> <ul style="list-style-type: none"> <li>• Introduction to Agriculture</li> <li>• Plant Production 1</li> <li>• Animal Production 1</li> </ul> <p>These provide a broad 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 and ethical considerations.</p>	
<b>Strand 2</b>	
<p>Strand 2 covers the following topics - Agricultural Systems and Management</p> <ul style="list-style-type: none"> <li>- Plant Production 2</li> <li>- Animal Production 2</li> </ul> <p>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</p>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• Strand 2 will help to prepare interested students considering studying Stage 6 Agriculture in Years 11 and 12.</li> <li>• Binder book, A4, ruled 96 page</li> </ul>	

## CHILD STUDIES

### Course description

Course Contribution: \$20.00/year

This course provides students with the opportunity to develop their knowledge and understanding of the factors that impact young children's growth and development. Students will also enhance practical skills in communication, decision-making and evaluation whilst building respect for the individuality and uniqueness of young children and their families. It contributes to the development of young people in understanding and appreciating the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

### What students will learn about

Throughout the 200-hour course, students will explore 8 units of work, which may include:

- Preparing for Parenthood
- Conception to Birth
- Growth and Development
- Play and the Developing Child
- Food and Nutrition in Childhood
- Children's Literature
- Media & Technology in Childhood
- The Diverse Needs of Children
- Childcare Services & Career Opportunities
- Aboriginal Cultures and Childhood
- Health and Safety in Childhood
- Children and Culture
- Newborn Care
- Family Interactions

### What will students learn to do

There are practical components to this course including food preparation, 'hosting' a baby shower, constructing nursery items and other engaging activities. A subject fee of \$20.00/year applies to assist in covering the costs of these activities. Students may also have the opportunity to work with local childcare centres as well as other community services. Excursions may incur an extra cost.

### Special Requirements

Binder book, A4, ruled, 196 page

<b>CHINESE</b>	
<b>Course description</b>	<b>Course Contribution: NIL</b>
<p>This course provides students with the opportunity to gain effective skills in communicating in Chinese, to explore the relationship between Chinese and English, and to develop an understanding of the Chinese culture.</p>	
<b>What students will learn about</b>	
<p>Students develop the knowledge, understanding and skills necessary for effective communication in Chinese. They learn to interact, access, and respond to information and compose texts.</p> <p>Students listen and respond to spoken language. Students learn to read and respond to written texts in Chinese and to establish and maintain communication in familiar situations using Chinese.</p> <p>Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture, and their language.</p> <p>Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.</p> <p>Students may select part of the content area for this course. For example past content focus areas have included:</p> <ul style="list-style-type: none"> <li>• Chinese Film</li> <li>• Chinese Food</li> <li>• Chinese Festivals</li> <li>• Chinese Famous People</li> </ul>	
<b>What will students learn to do</b>	
<p>Learning a language improves literacy outcomes in first and additional languages and it also increases metalinguistic awareness. Learning languages strengthens collaborative and problem-solving skills, and enhances reflective, critical and creative thinking.</p> <p>The communicative, intercultural and intellectual benefits of language learning reach beyond the individual.</p> <p>Proficiency in languages is a resource that serves communities and supports and promotes social cohesion within Australia. It strengthens intercultural capability, and enables students to exchange and negotiate meaning within and across languages and cultures, both locally and globally. Students develop their communicative competence and ability to use the target language in real situations and see language learning as offering valuable skills for life.</p>	
<b>Special Requirements</b>	
<p>There are no special requirements for this course, however, all Stage 6 (Years 11-12) Chinese courses have eligibility requirements. Interested students should seek teacher advice.</p> <p>Students will require a Binder book, A4, ruled, 96 page</p>	

<b>COMMERCE</b>	
<b>Course description</b>	<b>Course Contribution: NIL</b>
<p>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</p>	
<b>What students will learn about</b>	
<b>Module B running in 2025</b>	
<p>All students study TWO core topics:</p> <ul style="list-style-type: none"> <li>• <b>Employment and Work Futures</b> – 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.</li> <li>• <b>Law, Society and Political Involvement</b> - 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.</li> </ul> <p>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, such as the Virtual Economy.</p> <p>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 compliments the teaching of key concepts in Commerce and enables students to participate in 'real life' economic simulation activities and real-life challenges.</p>	
<b>Module A running in 2026</b>	
<p>All students study TWO core topics:</p> <ul style="list-style-type: none"> <li>• <b>Consumer and Financial Decisions</b> – 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.</li> <li>• <b>The Economic and Business Environment</b> – 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.</li> </ul>	
<b>What will students learn to do</b>	
<p>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.</p>	
<b>Special Requirements</b>	
<p>Binder book, A4, ruled, 196 page</p>	

# COMPUTING TECHNOLOGY

**Course description** **Course Contribution: NIL**

Studying Computing Technology 7-10 develops specific computing skills and digital solutions for various contexts. It focuses on computational, design, and systems thinking, along with data analysis and programming. Students gain expertise in data analysis, user experience design, connecting systems, creating websites, apps, mechatronic systems, simulations, and games. They also learn about data management, security, and ethical considerations. This course explores the impact of computing innovations on society and the environment, and students become proficient in using various hardware and software applications. Building on the Digital Technologies context in Technology 7–8 Syllabus, students advance their computing skills, project management, and problem-solving abilities. They become more confident, creative, and efficient users and developers of digital products, preparing them for further education, vocational pathways, and personal interests.

**What students will learn about**

Students will learn new knowledge and skills through the completion of a number of practical projects that include tasks like computer programming, computer games/animation, website development, databases, robotics and automated digital systems.

Module-Enterprise Information Systems	Module-Software Development
<ul style="list-style-type: none"> <li>• Networks and social connections</li> <li>• Designing for user experience</li> <li>• Analysing data</li> </ul>	<ul style="list-style-type: none"> <li>• Building mechatronic and automated systems</li> <li>• Creating games and simulations</li> <li>• Developing apps and web software</li> </ul>

**What will students learn to do**

Students will learn to identify and solve design problems using project management strategies. Students will use a diverse range of technologies to create, modify, and produce products in various formats. The curriculum emphasises both group and individual project-based learning, incorporating research and problem-solving projects to enhance their skills.

In the Enterprise Information System modules, students will explore computer communication over networks and analyse factors influencing digital device performance. Exciting projects include designing mobile phone applications compatible with mobile networks and creating automated systems using micro-computers (Arduino).

In the Software Development modules, students will unleash their creativity by designing, building, and programming robotic solutions for real-world challenges. They will also dive into the world of animation software and develop basic computer games playable on web browsers.

**Special Requirements**

<b>CRITICAL THINKING</b>	
<b>Course description</b>	<b>Course Contribution: NIL</b>
<p>The course aims to engage and encourage students to develop their critical thinking skills and recognise the key aspects of a critical thinking mind. They will develop the essential skills to evaluate the vast and diverse amount of information they encounter in their daily lives. This will help them face future challenges in a continually evolving world.</p>	
<b>What students will learn about</b>	
<b>Strand 1</b>	
<p>Strand 1 covers the following Core Topics:</p> <p><b>Critical Thinking in Action</b> - In this topic, students will learn about what critical thinking is, barriers to critical thinking and logical fallacies.</p> <p><b>Research Skills to Support the Critical Mind</b> - This topic focuses on developing a critical thinking portfolio, developing research skills and a depth study in dealing with misinformation.</p> <p>And TWO of the following options:</p>	
<p>Option 1 – Strategies used in business and war</p> <p>Option 2 – Predicting the future: How certain can we be?</p> <p>Option 3 – Conspiracy theories: Where are the facts?</p> <p>Option 4 – Strategies and innovations in sports: The path to victory</p> <p>Option 5 – Advertising: Have they got your attention?</p>	<p>Option 6 – Solving problems of today and tomorrow</p> <p>Option 7 – Recreating the human mind: The future of artificial intelligence (AI)</p> <p>Option 8 – Blind justice: You’ve been selected for jury duty</p> <p>Option 9 – School-developed option.</p>
<b>Strand 2</b>	
<p>Strand 2 covers an additional FOUR of the following options:</p>	
<p>Option 1 – Strategies used in business and war</p> <p>Option 2 – Predicting the future: How certain can we be?</p> <p>Option 3 – Conspiracy theories: Where are the facts?</p> <p>Option 4 – Strategies and innovations in sports: The path to victory</p> <p>Option 5 – Advertising: Have they got your attention?</p>	<p>Option 6 – Solving problems of today and tomorrow</p> <p>Option 7 – Recreating the human mind: The future of artificial intelligence (AI)</p> <p>Option 8 – Blind justice: You’ve been selected for jury duty</p> <p>Option 9 – School-developed option.</p>
<b>What will students learn to do</b>	
<p>After completing the Critical thinking elective, students will be able to apply critical thinking processes to analyse the strength and validity of information and claims. Those skills are valuable for learning in Stage 6 (Years 11-12). Critical and creative thinking is a general capability in most Stage 6 (Years 11-12) courses. By applying their critical thinking skills, students will deepen their understanding of content and skills across many disciplines.</p>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Strand 2 can only be selected in Year 10 as part of the 200-hour Critical Thinking Course after having completed Critical Thinking Strand 1 in Year 9.</li> <li>• This course does not contribute to the RoSA.</li> <li>• Binder Book, A4, ruled, 196 page</li> </ul>	

<b>DESIGN &amp; TECHNOLOGY</b>	
<b>Course description</b>	<b>Course Contribution: \$50.00/year</b>
<p>This course is designed to allow students to solve design problems creatively through a variety of mediums. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. The course has a strong inquiry-based learning element, whereby students experiment with a range of tools, materials and equipment to achieve the most suitable design. Use will be made of the school's extensive workshop, planning and computer facilities throughout the course. These facilities also include the a laser cutter, 3D printers and a range of other devices and equipment, which each reflect manufacturing and prototyping equipment used in industry</p>	
<b>What students will learn about</b>	
<p>The course introduces students to freehand and accurate drawing techniques, prototyping and model-making to solve problems, individual and group design challenges, hands-on activities in the Industrial Arts workshops and some Computer Aided Drawing/Computer Aided Manufacturing.</p>	
<b>Module A-2025</b>	<b>Module B-2026</b>
<ul style="list-style-type: none"> <li>• Small furniture items:</li> <li>• Coffee/side table</li> <li>• Small bookshelf units</li> <li>• Laser cut projects</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering challenges:</li> <li>• Welding</li> <li>• Machining</li> <li>• Computer Aided Drawing</li> </ul>
<b>What will students learn to do</b>	
<p>When students embark on a journey to study Design and Technology, they will delve into a multifaceted discipline that combines creativity, problem-solving, and practical skills. Throughout their coursework, students will learn the art of conceptualizing and designing products and systems that address real-world challenges. They will gain proficiency in various design tools and techniques, including CAD (Computer-Aided Design) software, prototyping, and materials science, enabling them to transform their ideas into tangible prototypes. Additionally, students will explore the principles of sustainability and ergonomics, emphasizing the importance of environmentally conscious design and user-centred solutions. They will develop essential skills such as critical thinking, project management, and communication, essential for collaborating others. Overall, studying Design and Technology equips students with a holistic skill set that empowers them to shape the future through innovative and sustainable design practices.</p>	
<b>Special Requirements</b>	
<p>Binder book, A4, ruled, 96 page</p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$50.00/year</p>	

<b>DRAMA</b>	
<b>Course description</b>	<b>Course Contribution: \$25.00/year</b>
<p>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.</p> <p>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.</p> <p>It is not necessary to study Module A before studying Module B.</p>	
<b>What students will learn about</b>	
<p>In Stage 5 (Years 9-10) Drama there are two courses available for study: <b>Module A and Module B</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.</p> <p>At least one other dramatic form or performance style must also be studied in each course. Examples of these include as follows:</p>	
<b>Module A-2026</b>	<b>Module B-2025</b>
Improvisation Scripted Drama Shakespeare Comedy Production elements	Improvisation Movement and Mask Melodrama/Commedia dell'arte Australian Scripted Duologues Small Screen Film
<b>What will students learn to do</b>	
<p>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.</p>	
<b>Special Requirements</b>	
<p>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.</p> <p>Students are expected to keep a logbook. This can be an exercise book or visual diary – <b>available from the school for \$5.00</b></p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$25.00/year</p>	



<b>FASHION and FABRIC (Textile Technology)</b>	
<b>Course description</b>	<b>Course Contribution: \$60.00/year</b>
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.	
<b>What students will learn about</b>	
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 <b>properties and performance of textiles, textile design and the role of textiles in society.</b>	
<b>Module A-2025</b>	<b>Module B-2026</b>
<ul style="list-style-type: none"> <li>• Clothing</li> <li>• Bedroom Furnishing</li> <li>• Fabric Decoration</li> </ul>	<ul style="list-style-type: none"> <li>• Textile Art Works</li> <li>• Costumes</li> <li>• Accessories</li> </ul>
Project work forms the basis of every unit of work. There are two components of project work: <ul style="list-style-type: none"> <li>• <b>development of practical skills to produce a textile item</b></li> <li>• <b>documentation of student work.</b></li> </ul> <p>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.</p>	
<b>What will students learn to do</b>	
<ul style="list-style-type: none"> <li>• use a variety of equipment</li> <li>• design and develop a range of practical projects</li> <li>• students learn to implement different techniques used in the textile industry to decorate and produce</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Students must have shoes with leather uppers and a leather tongue. (due to WH&amp;S regulations)</li> </ul>	
<b>Contributions</b>	
In order to cover the costs of materials the following contributions will be required - \$60.00/year	

<b>FOOD TECHNOLOGY</b>	
<b>Course description</b>	<b>Course Contribution: \$100.00/year</b>
<p>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.</p>	
<b>What students will learn about</b>	
<p>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.</p>	
<b>Module A-2026</b>	<b>Module B-2025</b>
<ul style="list-style-type: none"> <li>• Food in Australia</li> <li>• Food selection and health</li> <li>• Food equity</li> <li>• Food product development</li> </ul>	<ul style="list-style-type: none"> <li>• Food service and catering</li> <li>• Food for special occasions</li> <li>• Food trends</li> <li>• Food for specific needs</li> </ul>
<b>What will students learn to do</b>	
<p>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.</p>	
<b>Special Requirements</b>	
<p>Students must have shoes with leather uppers and leather tongues. (due to WH&amp;S regulations) Students must have an apron – <b>available from the office for \$12.00.</b></p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$100.00/year</p>	

<b>HISTORY - ELECTIVE</b>	
<b>Course description</b>	<b>Course Contribution: NIL</b>
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.	
<b>What students will learn about</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>• Witchcraft and Magic</li> <li>• Archaeological Digs</li> <li>• Heroes and Villains</li> <li>• Terrorism</li> <li>• Australian Sporting Personalities</li> <li>• The Ottoman Empire</li> <li>• World Religions</li> <li>• Myths and Legends</li> <li>• War and Peace</li> <li>• Learning History through Films</li> <li>• The Titanic</li> <li>• Ned Kelly</li> <li>• Pirates</li> </ul>	
<b>What will students learn to do</b>	
<p>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 (Information &amp; Communication Technologies), 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.</p>	
<b>Special Requirements</b>	
<p>Binder book, A4, ruled, 196 page</p>	

<b>INDUSTRIAL TECHNOLOGY – ELECTRONICS</b>	
<b>Course description</b>	<b>Course Contribution: \$50.00/year</b>
The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in the relation to the electronics and associated industries.	
<b>What students will learn about</b>	
<b>Strand 1</b>	
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• electronic circuits and kits</li> <li>• electronic controlled devices</li> <li>• robotic projects</li> </ul> <p>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.</p>	
<b>Strand 2</b>	
Students will complete one minor project in Term 1 and then construct a major project of their own in the following terms.	
<b>What will students learn to do</b>	
<ul style="list-style-type: none"> <li>• Use hand tools, materials, and power equipment</li> <li>• Identify and use basic electrical components</li> <li>• Use a variety of component mounting methods</li> <li>• Use a range or techniques and equipment in joining materials (apply soldering, sawing, drilling, nailing, bending, gluing methods)</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Note: Strand 1 is a prerequisite for Strand 2.</li> <li>• 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&amp;S regulations.)</li> <li>• Students must have an apron – <b>available from the office for \$12.00.</b></li> </ul>	
<b>Contributions</b>	
In order to cover the costs of materials the following contributions will be required - \$50.00/year	

<b>INDUSTRIAL TECHNOLOGY – METAL</b>	
<b>Course description</b>	<b>Course Contribution: \$50.00/year</b>
The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in the relation to the metal and associated industries.	
<b>What students will learn about</b>	
<b>Strand 1</b>	
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:	
<ul style="list-style-type: none"> <li>• fabricated projects</li> <li>• metal machining projects</li> <li>• sheet metal products</li> </ul>	
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.	
<b>Strand 2</b>	
Students will complete one minor project in Term 1 and then construct a major project of their own in the following terms.	
<ul style="list-style-type: none"> <li>• Fabrication 2 &amp; Fabrication 3 or</li> <li>• Metal Machining 2 &amp; Metal Machining 3</li> </ul>	
<b>What will students learn to do</b>	
<ul style="list-style-type: none"> <li>• Use hand tools, materials, and power equipment in the workshop</li> <li>• Use a variety of metals in the production of practical projects</li> <li>• Use a range of techniques and equipment (cutting, filing, bending, welding, joining materials, lathwork etc.)</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Note: Strand 1 is a prerequisite for Strand 2.</li> <li>• Students must have shoes with leather uppers and a leather tongue. (Shoes with soft uppers NOT permitted in the practical workshop due to WH&amp;S regulations).</li> <li>• Students must have an apron – <b>available from the office for \$12.00.</b></li> </ul>	
<b>Contributions</b>	
In order to cover the costs of materials the following contributions will be required - \$50.00/year	

<b>INDUSTRIAL TECHNOLOGY – TIMBER</b>	
<b>Course description</b>	<b>Course Contribution: \$50.00/year</b>
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in the relation to the timber and associated industries	
<b>What students will learn about</b>	
<b>Strand 1</b>	
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 modules.	
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:	
<ul style="list-style-type: none"> <li>• decorative timber products</li> <li>• furniture items</li> <li>• storage and display units</li> <li>• storage and transportation products</li> </ul>	
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.	
<b>Strand 2</b>	
Students will complete one minor project in Term 1 and then construct a major project of their own design in the following terms.	
<b>What will students learn to do</b>	
<ul style="list-style-type: none"> <li>• Use hand tools, materials, and power equipment in the workshop</li> <li>• Use a variety of timber types and products in the production of practical projects</li> <li>• Use machines and portable power equipment in the production of practical projects (Sanding, drilling, cutting, turning etc.)</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Note: To undertake Strand 2, you must have completed Strand 1</li> <li>• 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&amp;S regulations).</li> <li>• Students must have an apron – <b>available from the office for \$12.00.</b></li> </ul>	
<b>Contributions</b>	
In order to cover the costs of materials the following contributions will be required \$50.00/year plus supply own materials for a major practical project.	

<b>INTERNATIONAL STUDIES</b>	
<b>Course description</b>	<b>Course Contribution: \$20.00/year</b>
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.	
<b>What students will learn about</b>	
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 in other countries live, and learn that while there may be many differences, we also have a lot in common.	
<b>Module A-2026</b>	<b>Module B-2025</b>
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.	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 <ul style="list-style-type: none"> <li>• Sport and Leisure</li> <li>• Belief System</li> <li>• Art and Architecture</li> <li>• Food and Family life</li> <li>• Technology and Innovation</li> <li>• Travel and Tourism</li> <li>• Film and Literature</li> <li>• Gender</li> <li>• Media</li> <li>• Contemporary Global Issues</li> </ul>	
<b>What will students learn to do</b>	
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.	
<b>Special Requirements</b>	
This course does not contribute to the RoSA.	
Students will require a Binder book, A4, ruled, 196 page.	

<b>MUSIC</b>																	
<b>Course description</b>	<b>Course Contribution: \$10.00/year</b>																
<p>The purpose of the Stage 5 Music course is to promote engagement, social learning, musical knowledge and technical expertise in interested students. It aims to captivate them in the practices of contemporary musicians, focusing on consolidating their skills through performing, composing and listening activities. The program continues to develop individual student's instrumental and group ensemble proficiency and allows them to demonstrate their learning through in-class and public performances. It is not necessary to study Module A before studying Module B.</p>																	
<b>What students will learn about</b>																	
<p>In this course, students will study the concepts of music 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.</p> <p>In Stage 5 (Years 9-10) music students will study either Module A or Module B, Australian Music, as well as a broad range of musical styles, periods, and genres.</p> <p>Topics include:</p> <table border="1"> <thead> <tr> <th><b>Module A-2026</b></th> <th><b>Module B-2025</b></th> </tr> </thead> <tbody> <tr> <td>Australian Music</td> <td>Australian Music</td> </tr> <tr> <td>Art Music of the 20th and 21<sup>st</sup> Centuries</td> <td>Rock Music</td> </tr> <tr> <td>Classical Music</td> <td>Music and Technology</td> </tr> <tr> <td>Music for Small Ensembles</td> <td>Music for Radio, Television, Film and Multimedia</td> </tr> <tr> <td>Popular Music</td> <td>Music of a Culture</td> </tr> <tr> <td>Theatre Music</td> <td>Jazz</td> </tr> <tr> <td></td> <td>Music for Large Ensembles</td> </tr> </tbody> </table>		<b>Module A-2026</b>	<b>Module B-2025</b>	Australian Music	Australian Music	Art Music of the 20th and 21 <sup>st</sup> Centuries	Rock Music	Classical Music	Music and Technology	Music for Small Ensembles	Music for Radio, Television, Film and Multimedia	Popular Music	Music of a Culture	Theatre Music	Jazz		Music for Large Ensembles
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<b>What will students learn to do</b>																	
<p>Students develop musical skills as they sing, play instruments, compose, read different notation, analyse music, and learn how to perform in small and large class bands.</p>																	
<b>Special Requirements</b>																	
<p>Students do not need private instrument lessons; however they must have an interest in participating in groups, public performances, and a commitment to developing their skills through regular practice.</p> <p>A4 folder.</p>																	
<b>Contributions</b>																	
<p>In order to cover the costs of materials the following contributions will be required - \$10.00/year. This includes use of school subscription to notation software, strings and sheet music.</p>																	



<b>PERFORMING ARTS</b>	
<b>Course description</b>	<b>Course Contribution: \$25.00/year</b>
<p>A specialist course exploring how performing artists craft and control performing arts protocols to intentionally engage a live audience. The broad scope of this course allows students to choose from and engage with a range of performing art forms, including, but not limited to circus skills, musical theatre, technical production, contemporary/hybrid performance work.</p> <p>Performing Arts may be studied as a 100-hour course or a 200-hour course.</p>	
<b>What students will learn about</b>	
<b>Strand 1</b>	
<p>The Core topics must be studied in Strand 1 before progressing to Strand 2.            Core 1 – Performing arts essentials            Core 2 – Performing arts event            Students will also study a minimum of 2 options selected from the list below.</p>	
<b>Strand 2</b>	
<p>After having completed the Core Topics in Strand 1, students will continue to explore up to another 6 options in Strand 2.</p>	
<b>What will students learn to do</b>	
<p>Students will explore the 4 essential concepts of performing arts which are protocols, space, presence and audience. Throughout the course, students will engage in learning experiences which encourage purposeful play, creative risk taking and problem-solving. They will understand the important role of collaboration and preparation, and the dynamic nature of the performer-audience relationship. Students will then put those techniques and processes into practice as they collaborate to stage their own live performing arts event.</p> <p><b>OPTIONS</b></p> <ul style="list-style-type: none"> <li>• A matter of perspective – examining context in relation to audience perspective.</li> <li>• Fail better – learning from trial and error in skill acquisition and rehearsal.</li> <li>• Taking inspiration – adapting and or interpreting a case study.</li> <li>• Now playing – generating original material through purposeful play.</li> <li>• Sum of its parts – exploring the challenges and potential of collaboration.</li> <li>• Behind the scenes – enhancing the essential concepts through technical production.</li> <li>• Agents of change – innovating to address local or global issues.</li> <li>• What do you mean by that? – curating and critiquing artistic intention.</li> <li>• School-developed option – investigating a specialised area of interest.</li> </ul>	
<b>Special Requirements</b>	
<ul style="list-style-type: none"> <li>• Strand 2 can only be selected in Year 10 as part of the 200 hour Performing Arts Course after having completed Performing Arts Strand 1 in Year 9.</li> <li>• In 2025 only, students in Year 10 may complete the 100-hour course, Strand 1</li> <li>• This course does not contribute to the RoSA.</li> <li>• A4 Art diary or A4 lined exercise book</li> </ul>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$25.00/year. This includes the purchasing of props and materials for performances.</p> <ul style="list-style-type: none"> <li>• Entry fees are required for activities held outside of school</li> <li>• Costs will be incurred for bus travel</li> </ul>	

<b>PHILOSOPHY</b>									
<b>Course description</b>	<b>Course Contribution: NIL</b>								
<p>The aim of philosophy is to develop student knowledge of key philosophical thinkers, problems and arguments. By applying this knowledge to social dilemmas through communities of inquiry, students will challenge assumptions and beliefs and build their capacity for critical reasoning and ethical decision making. Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life's big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech.</p>									
<b>What students will learn about</b>									
<b>Strand 1</b>									
<p>Strand 1 covers the following Core Topics:</p> <p><b>Introduction to Philosophy</b> - In this topic, students will learn about the origins of philosophy, explore key questions asked by philosophers and reflect on their own personal philosophy.</p> <p><b>Logic, argument and critical reasoning</b> - This topic focuses on what it means to think well. It introduces the basic philosophical skills of argument and reasoning and then allows for the application of these skills in a community of inquiry.</p> <p>And TWO of the following options:</p> <table border="0"> <tr> <td>Option 1 – Epistemology</td> <td>Option 5 – Political philosophy</td> </tr> <tr> <td>Option 2 – Metaphysics</td> <td>Option 6 – Personal philosophy</td> </tr> <tr> <td>Option 3 – Ethics</td> <td>Option 7 – Personal interest project</td> </tr> <tr> <td>Option 4 – Aesthetics</td> <td>Option 8 – School developed option</td> </tr> </table>		Option 1 – Epistemology	Option 5 – Political philosophy	Option 2 – Metaphysics	Option 6 – Personal philosophy	Option 3 – Ethics	Option 7 – Personal interest project	Option 4 – Aesthetics	Option 8 – School developed option
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<p>Strand 2 cover an additional FOUR of the following options:</p> <table border="0"> <tr> <td>Option 1 – Epistemology</td> <td>Option 5 – Political philosophy</td> </tr> <tr> <td>Option 2 – Metaphysics</td> <td>Option 6 – Personal philosophy</td> </tr> <tr> <td>Option 3 – Ethics</td> <td>Option 7 – Personal interest project</td> </tr> <tr> <td>Option 4 – Aesthetics</td> <td>Option 8 – School developed option</td> </tr> </table>		Option 1 – Epistemology	Option 5 – Political philosophy	Option 2 – Metaphysics	Option 6 – Personal philosophy	Option 3 – Ethics	Option 7 – Personal interest project	Option 4 – Aesthetics	Option 8 – School developed option
Option 1 – Epistemology	Option 5 – Political philosophy								
Option 2 – Metaphysics	Option 6 – Personal philosophy								
Option 3 – Ethics	Option 7 – Personal interest project								
Option 4 – Aesthetics	Option 8 – School developed option								
<b>What will students learn to do</b>									
<p>Philosophy equips students with the skills essential for active citizenship in today's complex global society. Through the study of philosophy, students will develop the skills to think deeply and formulate sound arguments. A study of philosophy will also encourage an open-minded disposition and a willingness to challenge existing beliefs and values.</p>									
<b>Special Requirements</b>									
<ul style="list-style-type: none"> <li>• Strand 2 can only be selected in Year 10 as part of the 200-hour Philosophy Course after having completed Philosophy Strand 1 in Year 9.</li> <li>• This course does not contribute to the RoSA.</li> <li>• Binder Book, A4, ruled, 196 page.</li> </ul>									

<b>PHOTO MEDIA</b>	
<b>Course description</b>	<b>Course Contribution: \$40.00/year</b>
<p>Photo 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. Photo 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 Module A before studying Module B.</p>	
<b>What students will learn about</b>	
<b>Module A-2026</b>	<b>Module B-2025</b>
<p>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:</p> <ul style="list-style-type: none"> <li>• Camera Skills 1</li> <li>• Surrealism</li> <li>• Video</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Camera Skills 2</li> <li>• Portraiture</li> <li>• Animation</li> </ul>
<b>What will students learn to do</b>	
<p>Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT (Information &amp; Communications Technologies), 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.</p>	
<b>Special Requirements</b>	
<p>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 – <b>available from the school for \$5.00.</b></p>	
<b>Contributions</b>	
<p>In order to cover the costs of programs and materials the following contributions will be required - \$40.00/year.</p>	

<b>PHYSICAL ACTIVITY &amp; SPORTS STUDIES (PASS)</b>	
<b>Course description</b>	<b>Course Contribution: \$25.00/year</b>
<p>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.</p>	
<b>What students will learn about</b>	
<b>Module A-2026</b>	<b>Module B-2025</b>
<b>Topics covered include:</b>	
<b>Name: Fitness and Physiology</b>	<b>Name: Sport and the Community</b>
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
<b>What will students learn to do</b>	
<p>Throughout the course students develop knowledge, understanding and skills that develop their ability to:</p> <ul style="list-style-type: none"> <li>• work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport</li> <li>• display management and planning skills to achieve personal and group goals in physical activity and sport</li> <li>• perform movement skills with increasing proficiency</li> <li>• analyse and appraise information, opinions and observations to inform physical activity and sport decisions.</li> </ul>	
<b>Special Requirements</b>	
<p><b>Students MUST have a genuine interest in physical activity and an excellent Physical Education attendance and uniform record in Year 8.</b></p> <p>Binder book, A4, ruled, 128 page</p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$25.00/year.</p> <ul style="list-style-type: none"> <li>• Entry fees are required for activities held outside of school</li> <li>• Costs will be incurred for bus travel.</li> </ul>	

<b>VISUAL ARTS</b>	
<b>Course description</b>	<b>Course Contribution: \$40.00/year</b>
<p>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. Visual Arts enables students to represent their ideas and interests in artworks and supports students to become informed about, understand and write about their contemporary world. It is not necessary to complete Module A before studying Module B.</p>	
<b>What students will learn about</b>	
<b>Module A-2026</b>	<b>Module B-2025</b>
<p>Students learn about the engagement in, and enjoyment of making artworks in a variety of artmaking forms, including but not limited to; drawing, ceramics, digital media, and painting.</p>	<p>Students learn about the engagement in, and enjoyment of making artworks in a variety of artmaking forms, including but not limited to; drawing, ceramics sculpture, printmaking and textiles and painting.</p>
<b>What will students learn to do</b>	
<p>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 and ICT (Information &amp; Communications Technologies) forms, to build a body of work overtime. 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.</p> <p>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.</p>	
<b>Special Requirements</b>	
<p>Visual Diary – <b>available from the school for \$5.00</b></p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$40.00/year.</p>	

<b>VISUAL DESIGN</b>	
<b>Course description</b>	<b>Course Contribution: \$40.00/year</b>
<p>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 21<sup>st</sup> century. It is not necessary to complete Module A before studying Module B.</p>	
<b>What students will learn about</b>	
<b>Module A-2026</b>	<b>Module B-2025</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"> <li>• Illustration, Publication and Cartooning</li> <li>• Product Design (Ceramics)</li> <li>• Fashion and Stage</li> </ul>	<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"> <li>• Graphic Design using industry software “Adobe Illustrator and Photoshop”</li> <li>• Jewellery Accessory</li> <li>• Textile and Furniture Design</li> <li>• Industrial and Environmental Design</li> </ul>
<b>What will students learn to do</b>	
<p>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 (Information &amp; Communications Technologies), to build a folio of work overtime. 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.</p> <p>They learn to investigate and respond to a wide range of visual designers and visual design works 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.</p>	
<b>Special Requirements</b>	
<p>Students are required to produce a folio of work and keep a Visual Design journal.  <b>Visual Diary - available from the school for \$5.00</b></p>	
<b>Contributions</b>	
<p>In order to cover the costs of materials the following contributions will be required - \$40.00/year.</p>	

## **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.