LAKE MACQUARIE
HIGH SCHOOL

2024 - YEAR 9 SUBJECT SELECTION

Aspire Embrace Innovate

LAKE MACQUARIE
HIGH SCHOOL

Lake Macquarie Area Collegiate

Dear Parents and Caregivers,

Lake Macquarie High School offers a broad range of curriculum delivered by highly qualified and energetic teachers. Our goal is to prepare your child, not only for the HSC but also provide them with critical learning skills to access future careers and pathways in learning. In Year 9, we provide options for students to study courses that will allow them to make informed learning decisions leading into their Record of School Achievement (RoSA).

Students and parents should review all curriculum offerings and select the **two** elective courses that students will enjoy doing and may provide a foundation for further study in Years 11 and 12.

Lake Macquarie High School is offering new subjects based on the emerging needs of students and the forecast job market. Our links to the University of Newcastle and STEM (Science, Technology, Engineering and Mathematics) focus will give students opportunities to represent the school while challenging all students to do their best.

Brendan Maher
Principal

English

In their study of English, Year 9 students continue to develop their critical and imaginative thinking skills and broaden their capacity for cultural understanding. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

In both Year 9 and Year 10, students must study examples of: spoken texts; print texts; visual texts; media, multimedia and digital texts; literature, especially Australian, Aboriginal and multicultural texts; poetry, drama scripts, prose fiction, picture books and other visual texts, such as graphic novels; Shakespearean drama; everyday and workplace texts and a range of digital texts, including film, media and multimedia; nonfiction texts.

At LMHS English includes tasks that reflect the school's STEM and Project Based Learning approaches. We will be including new techniques in class assessments and provide access to the latest technologies such as green screens for videos.

Assessment: Common assessment tasks and class work on topics covered each term and a yearly exam will be used to judge students' progress in this course.

Equipment Requirements: an English book of at least 180 pages, pens, a ruler, a lead pencil, eraser, highlighters and coloured pencils. Glue, scissors and a USB device for saving digital files would also be useful.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10

Mathematics

The overall areas of study are in Year 9 mathematics may be broken into:

Number and Algebra. Topics studied are Linear Relationships (Financial Mathematics; Constant Rates of Change); and Multiplicative Relationships (Index Laws)

Measurement and Space. Topics studied are 2D Spatial Relations (Geometrical Representations Working with Triangles); and 3D Spatial Relations (Prisms and Cylinders)

Statistics and Probability. Topic studied is Uncertainty (Making Predictions; Making Decisions)

Working Mathematically is embedded into all outcomes, and develop Communicating, Understanding and Fluency, Reasoning, and Problem Solving.

Requirements:

In addition to your exercise book, you will be required to bring along pens, pencils, eraser, ruler, glue stick, geometrical instruments (when instructed by your teacher) and a Scientific calculator (Casio *fx* 82 series is recommended) to each mathematics lesson.

Assessment:

Class tasks, assignments, and a yearly exam will be used to judge your progress in this course.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics

https://curriculum.nsw.edu.au/learning-areas/mathematics/mathematics-k-10-2022

Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Science in Year 9 at Lake Macquarie High School is broken into topics by term which incorporate the Biological World, Physical World, Chemical World and Earth and Space. The topics are:

Disasters
Body Snatchers
Blackout
Our Precious Lake

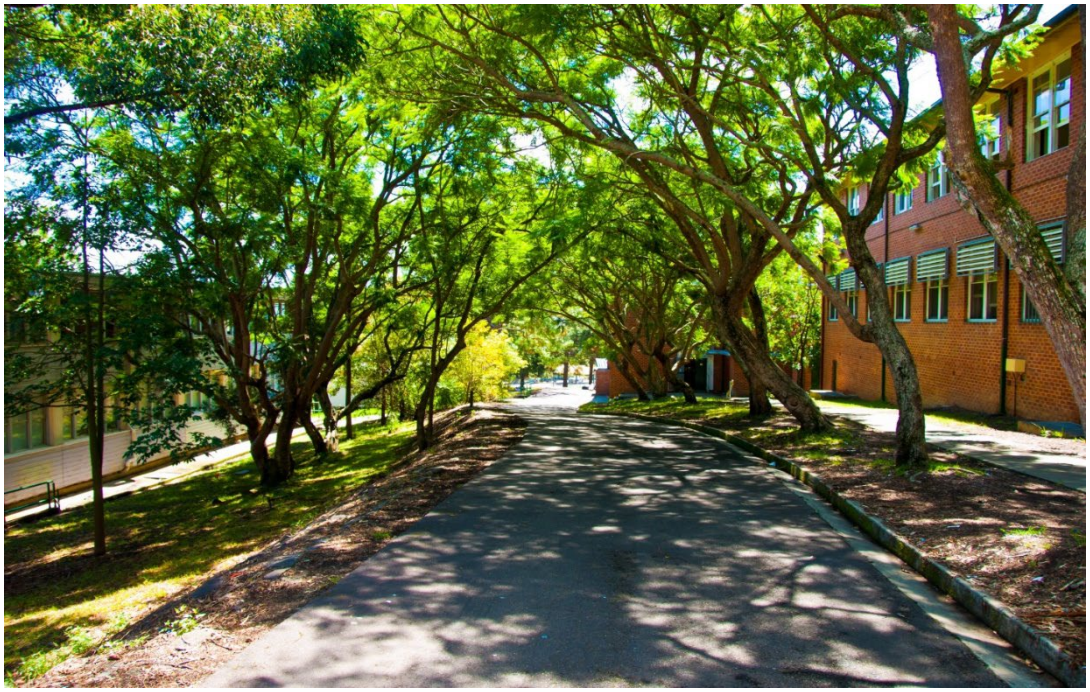
Requirements:

Students will need an exercise book, the usual pens, pencils, eraser, ruler, glue stick, calculator and a sense of fun.

Assessment:

Class tests, practical exams and research assignments.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science



Geography

Focus on the concepts of:

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

Students examine the physical characteristics and productivity of biomes and the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields.

Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries.

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country.

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

History

Ancient World to Modern World

By the end of Stage 4, students describe the nature of history and archaeology, and explain their contribution to an understanding of the past. They describe major periods of historical time and sequence events, people and societies from the past. Students recognise and explain patterns of change and continuity over time and explain the causes and consequences of events and developments. They describe and assess the motives and actions of people in the past. Students demonstrate an understanding of the causes and effects of events, past societies and developments over time.

Students sequence events and developments within a chronological framework with reference to periods of time. They select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. They identify and describe the meaning, purpose and context of historical sources and use the evidence from these sources to support historical narratives and explanations. They identify and describe different contexts, perspectives and interpretations of the past. Students identify and explain different points of view in sources. They develop texts, particularly descriptions and explanations. In developing these texts, and organising and presenting their findings, they use historical terms and concepts. They use evidence in sources and acknowledge their sources of information. They select and use appropriate oral, written, visual and/or digital forms to communicate about the past. Students undertake a relevant site study either by visiting an actual site or through a virtual source.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

Personal Development, Health and Physical Education

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

Health, Wellbeing and Relationships

Focuses on students developing 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. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Movement Skill and Performance

Focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students 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

Focuses on the interrelationship between health and physical activity concepts. Students 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?

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018

Important Information about Electives

Students will study two electives in Year 9. These electives will be carried into Year 10 and entered into NESA for the Record of School Achievement.

There is **NO** guarantee that all students will be able to be given their first choice in the elective subject selection, and not all electives will run (largely dependent on student choice). Students, therefore, will be asked to rank their selection 1-7. While every attempt is made to give students their first choice, in some cases this is not always possible.

If insufficient students choose a course then this course will not run. Students will then be allocated one of their reserve choices in order of the preference as indicated on their selection sheet.

We will do our best to satisfy the first choices of as many students as possible.

Students wanting to change courses once the 2024 school year has commenced will be required to pay in full the subject cost of the new course before a timetable change will take place.

Any change will depend upon vacancies in the subject to which the student wishes to change.

Advice on Choosing Your Electives

The following advice is offered when deciding what electives to study:

- Choose subjects that you are interested in.
- Choose subjects that you are good at.
- Choose subjects that could be helpful for further studies.
- Don't choose a subject just because your friend is going to choose it.
- Don't choose a subject because of the teacher you think may be teaching it. This may not eventuate.
- Electives chosen in Year 9 continue into Year 10. I.e. These are two year courses.

For all parents, care givers, grandparents, aunties, uncles and students, please make sure you follow LMHS on Facebook.

We use Facebook to update the community on the many things going on at school and recognise our students for their achievements.

Lake Macquarie High School is moving towards a STEM Focus school. Please like us on Facebook to keep up to date with our curriculum and special projects being offered across the school.

Aboriginal Studies

The aim of Aboriginal Studies is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society.

Objectives - Students will develop:

- knowledge and understanding of similarities and diversity in Aboriginal identities;
- communities and cultural expression;
- understanding of the importance of Aboriginal autonomy to Australia's future;
- understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society
- understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes
- research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

Content - The course contains two core components, Aboriginal Identities and Autonomy

In addition students study a choice of up to six options from;

- Aboriginal enterprises and Organisations
- Aboriginal visual arts
- Aboriginal performing arts
- Aboriginal peoples and the media
- Aboriginal oral and written expression
- Aboriginal film and television
- Aboriginal technologies and the environment
- Aboriginal peoples and sport
- Aboriginal interaction with legal and political systems
- Or One School Developed Option

Work, Employment and Enterprise: Aboriginal Studies incorporates an awareness of the importance of enterprise to economic independence and self-determination for Aboriginal Peoples. Students examine the role of government, non-government organisations, trade unions and advocacy groups in the struggle for Aboriginal rights. Students also develop valuable workplace skills such as working effectively in teams, communicating clearly and solving problems creatively.

Civics and Citizenship: Through the study of a range of social, political and legal issues affecting Aboriginal Peoples and their communities, students develop a commitment to active citizenship in order to address the inequities created in society.

Difference and Diversity: Students investigate the nature and importance of culture, identity and diversity which encourages them to value the contributions of all people to society. Students develop an understanding of the diversity of Aboriginal communities across NSW and Australia and of the variety of ways in which they express their culture and identity.

Environment: In considering how land is important to Aboriginal Peoples in terms of kinship and spirituality, students develop knowledge of the ways in which Aboriginal Peoples relate to and protect the environment using a variety of traditional and contemporary methods.

Students also acknowledge Aboriginal contribution to current environmental management practices and sustainability.

Gender: The study of local Aboriginal communities allows students to examine the roles of men and women and how these roles change across time and location. The role of gender in the formation of identity, and a variety of cultural expressions are considered in core study.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies

Child Studies

This course is provided in year 9/10 for those interested in the study of child development. This subject leads into Community and Family Studies in Year 11/12, and various careers in child care and medical fields.

Course Description:

The aim of the *Child Studies Years 7–10* is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Students will develop:

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

Students will value and appreciate:

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

Students will develop knowledge of:

- preparing for parenthood
- conception to birth
- caring for newborns
- growth and development
- play
- nutrition

Assessment:

Students will be assessed through:

- Book work and unit tests.
- Research assignments
- Practical projects

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019

Commerce

Commerce provides students with the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Commerce gives students an insight into the HSC subjects of Legal Studies, Business Studies, Economics History, and Society and Culture. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.

Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. It helps students develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Content:

Students undertake studies in four core units of:

- Consumer Choice;
- Personal Finance;
- Law and Society;
- Employment Issues.

And a choice of five support options from:

- Investing
- E-Commerce
- Towards Independence
- Law in Action
- Our Economy
- Travel
- Promoting and Selling
- Global Links
- Community Participation
- Political Involvement
- Running a Business
- A School-developed option

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce

Drama

Drama is a form of action in which some aspect of human experience is portrayed: it is an exploration of experiences through enactment. In Drama, students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

In Years 9 and 10, Drama provides a valuable means of increasing self-confidence and social awareness. Students are involved physically as well as emotionally and intellectually: the students learn through doing. Drama is a cooperative process through which students develop their ability to share and communicate.

Drama has a body of knowledge: facts, conventions, history, skills and methods of working. The study of drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture, including those which make up Australian society.

Units of study include**:**

- Improvisation
- Theatrical Techniques
- Melodrama
- Playbuilding
- Script and Design
- Small Screen Drama
- Political Theatre
- Shakespeare and Elizabethan Theatre
- Realism and Stanislavski

Students will have the opportunity to perform in the annual drama show, 'An Intimate Evening with Drama' each year in Term 3.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/drama-7-10-syllabus

Food Technology

This course is provided in Year 9/10 for those interested in a variety of experiences in food production. This subject leads into Hospitality in Year 11/12 and careers in the food and hospitality industries.

The aim in *Food Technology* 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 will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge, understanding and appreciation of the significant role of food in society.

Students will:

- Apply a broad range of appropriate equipment, skills and techniques.
- Demonstrate safe and hygienic use of food and equipment.
- Develop knowledge of nutrition and health.
- Produce quality solutions to food related design projects.

Students will be assessed on:

- Practical work in food preparation
- Development of original food products
- Teamwork interaction and leadership skills in a range of activities

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/food-technology-2019

Geography Elective

Geography Elective (200 hours) is the study of places and the relationships 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. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Course Aims

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Topics include:

1. **Physical Geography** - plate tectonics, climate, weather and other physical processes

2. **Oceanography** - the value of oceans and issues associated with them. For example, ownership and control, the impact of microplastics, whaling

3. **Primary Production** – issues include sustainable fishing, palm oil production, the Murray-Darling basin

4. Global Citizenship – addressing such issues as climate change, landmines, improving quality of life for people in developing countries

5. **Australia's Neighbours** – investigating regional issues such as population growth, population ageing, modernisation and economic growth, economic dependency, urbanisation, migration, political and human rights, access to resources, the role of transnational corporations, international aid, refugees, gender equality, health, environmental degradation, tourism, social cohesion

6. **Political Geography** – world politics and conflict resolution eg. South China Sea, Middle East

7. **Interactions and Patterns along a Transcontinental Transect** – investigating issues such as land degradation, urbanisation, loss of biodiversity, deforestation, resource depletion, hazard preparedness, human wellbeing, Aboriginal rights to lands and waters, Indigenous land rights

8. **School-developed Option** – this can be based on the interest of the class and teacher. It can be in the form of an inquiry based

Please note that this is an entirely separate course to the Mandatory Geography course and there is NO overlap of course content

History Elective

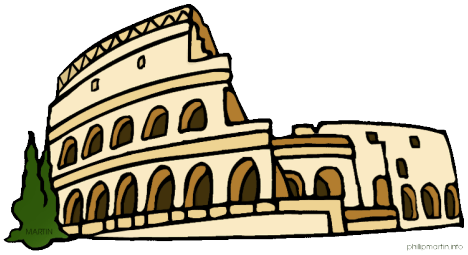
The Elective History course examines aspects of world history including the contribution of past societies to our understanding of the present and the nature of significant issues in the modern world. Students cover topics from two basic areas of study:

Topics from Pre-Modern Societies can include:

- Early Societies: the archaeology of early societies from the Near East, the Aegean, Egypt, Mesopotamia
- Ancient Societies: the Celts, the Roman Empire, the Near East, Mesopotamia, Egypt, Greece
- Medieval Societies: Tudor and Stuart England, Medieval and early modern Russia, the Ottoman Empire
- Asia, America and African Societies: India, Japan, South America, Africa

Topics from the Modern World can include:

- Crime, law and punishment
- Genocide
- Intelligence and security organisations
- Revolutions
- Leadership, politics and political institutions
- Slavery
- War and peace
- Terrorism
- History and the philosophy of science
- Civil Rights



This course will be studied through a personal interest program based on individualised units negotiated with the class teacher. It aims to develop skills in independent learning, interpretation and analysis, research and communication. The course is excellent for students interested in History as it allows them to study a range of periods and events in depth. It also allows students to pursue their own area of interest in History.

Please note that this is an entirely separate course to the Mandatory History course and there is NO overlap of course content

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-elective-7-10-2019

Industrial Technology (Engineering)

Industrial Technology develops student knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

The Engineering Focus Area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and associated industries through a range of practical and theoretical activities (approximately 70% practical experiences).

The core module develops fundamental knowledge and skills in the use of materials, tools and techniques related to engineering, which are enhanced and further developed through the study of a specialist module:

- Core Module 1: Engineered Structures and Engineered Mechanics
- Specialised Module: Control Systems

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

- Civil Structures
- Material properties and fabrication
- Engineering mechanics
- Digital control systems

Industrial Technology - Engineering provides an excellent background for students who may wish to pursue careers in Engineering, Metals trades and other STEM based career paths.

Assessment:

Students will be assessed by the content and presentation of Practical Tasks set within the classroom.

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Industrial Technology (Timber)

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

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

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

- Cabinetwork
- Wood Machining

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

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

Fixed machinery includes woodturning lathes, bandsaw, scroll saws, router, vertical drilling machine and thicknesser.

Industrial Technology - Timber provides an excellent background for students who may wish to pursue careers in Architecture, Interior Design, Building, Carpentry or Cabinet making

Assessment:

Students will be assessed by the content and presentation of Practical Tasks set within the classroom.

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/industrial-technology-2019

Italian

The Stage 5 Italian Course is perfect for students interested in learning the Italian language and being immersed in the rich Italian Culture.

Throughout the course, students will develop and extend their skills in communicating, interacting, responding and understanding both the language and the broader Italian-speaking world. Students undertaking Italian will use their knowledge to become responsible Global citizens and develop their understanding and empathy for other cultures.

Focus areas will include:

- Social ties – friendships and family in Italian Culture.
- Life in Australia compared to Italy and Italian Communities around the world.
- Celebrations and food traditions within the different regions of Italy.
- Travel around Italy.

Students will be assessed on:

- Speaking and pronunciation of Italian
- Writing and representing their knowledge of Italian
- Viewing and listening to a variety of Italian texts

Requirements:

Students will need to provide an exercise book for Italian class. They will also be expected to bring pens, pencils and their books each lesson.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/italian-k-10-2018

Marine and Aquaculture Technology

The oceans, inland waterways and other bodies of water cover more than 70 percent of the earth's surface and influence all forms of life on this planet. Of the 33 animal phyla, 28 are found in water; 13 of these are exclusively marine. Internationally, the oceans are viewed either as areas rich in minerals and marine life which can supply our needs virtually without limit, or else as repositories for agricultural, industrial and domestic waste. Australia controls an area of the oceans that is 1.3 times the size of its landmass.

The study of Marine and Aquaculture Technology provides an opportunity for you, a future custodian of this environment to study it and to appreciate its value. It gives you the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Student

Students will:

Undertake a range of practical experiences. Practical experiences will be used to develop knowledge and understanding of, and skills in, designing, producing and evaluating.

Core 1 Introduction to Marine and Aquaculture Technology 25 indicative hours

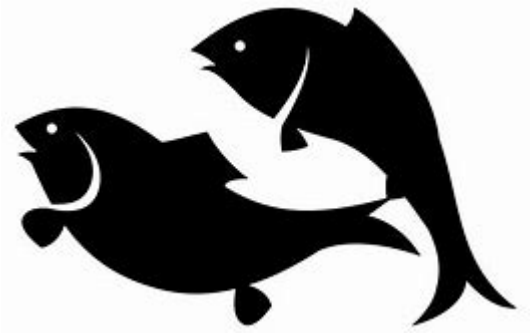
Core 2 Skills Management and Employment 10 indicative hours

Optional Modules

Content is provided for a range of optional modules in focus areas. Each module is designed for 15 hours indicative course time. Students can specialise by studying multiple modules from a focus area or can undertake a broad selection of modules from across focus areas.

Module Focus areas include:

- Aquaculture
- Biology
- Ecology
- Leisure
- Employment
- Management
- Personal Interest



Students will be assessed on:

1. Practical experiences
2. Marine Research Projects
3. Teamwork interaction and leadership skills in a range of activities

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons and will be required to complete a water safety competency.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/marine-and-aquaculture-technology-2019

Music

In Music students will develop knowledge and skills in performance, composition and listening to music.

Music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. Musical skills are fostered by providing opportunities to perform both solo and as an ensemble in a variety of media, styles and genres according to individual needs, interests and abilities. A variety of technology is used to teach musical concepts, aural and compositional skills.

Studies show that students who participate in music have accelerated learning in other subjects and do better in school in all sorts of ways, including academically and socially.

When performing, students will have experiences in:

- singing;
- playing instruments;
- improvising;
- accompanying;
- interpreting various forms of notation
- using different types of technology for performance

When composing, students will have experiences in:

- experimenting, organising and arranging
- recording with computer-based technologies to create compositions

When listening, students will have experiences in:

- observing and discussing
- identifying and responding in oral and written form
- reading and interpreting simple musical scores
- investigating the role technology in music

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10

Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies (PASS) 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 will students learn about?

Foundations of Physical Activity

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

Physical Activity and Sport in Society

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

Enhancing Participation and Performance

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

What will students learn to do?

Throughout the course students will develop 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.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019

Textiles Technology

This course is provided for Year 9/10 for those interested in using the design process to create in textiles. This subject leads onto Design and Technology in Year 11/12 and all careers in designing and problem solving.

Course Description:

This is a practical course for students who are interested in designing and creating textiles projects. Students will learn skills in fabric colouring, decorating and construction, then apply these to their own creations.

The focus areas are:

- Apparel – includes clothing and accessories.
- Furnishings – includes cushions and quilts.
- Costume – includes theatre costumes, masks, and fancy dress costumes.
- Textile Arts – includes wall hangings, fabric-based artworks.
- Non-apparel – includes toys and bags.

Objectives

Students will develop:

- Knowledge and understanding of the properties and performance of textiles;
- Knowledge and understanding of and skills in design for a range of textile applications;
- Knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society ;
- Skills in the creative documentation, communication and presentation of design ideas;
- Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items;
- Knowledge and skills to evaluate quality in the design and construction of textile items.

Students will be assessed on:

- Practical projects
- Project folios and related practical products.
- Design briefs displaying a range of problem solving

Requirements:

Students are required to wear sturdy leather upper shoes, not joggers for their practical lessons.

http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/textiles-technology-2019

VISUAL ARTS

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.

Course Description

Visual Arts students learn about the pleasure and enjoyment of making different kinds of artworks. They learn to make traditional and contemporary works using a range of materials and techniques in 2D, 3D and 4D forms. Students learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. Visual Arts allows students to develop their sensory awareness, powers of visual expression and communication. They learn about visual traditions and the potential to think and act creatively. The Visual Arts course requires students to be experimental in their approach to learning and make informed personal choices and judgements.

Main Topics Covered

Year 9	Year 10
In Year 9, students will be involved in a wide range of activities including, painting, drawing, mixed media, graphics, photography, sculpture, video, street art etc. Students will be exposed to art criticism, history and appreciation through its relationship to artmaking through visits to both regional and NSW galleries. Assessment is based upon progressive evaluation with an emphasis on practical skills and the interpretation of concepts. Students are assessed on their Visual Arts Process Diary and Bodies of Work, including Critical and Historical studies.	During the Year 10 course there is a greater emphasis upon student specialisation allowing the individual to develop particular skills of interest or reflection of talent. Students involve themselves in the process of development and discovery through a Visual Arts Process Diary and a Body of Work. Three units of work are completed in Year 10, two of those are student-directed, allowing for greater emphasis and individual expression in the final Body of Work. Students conduct studies of artists relative to their own artmaking, enabling them to develop a deep knowledge of art-making skills, conceptual use of media and Critical and Historical analysis.

LAKE MACQUARIE
HIGH SCHOOL

Electives Selection Form

Year 9 2024

Name: _____

Please rank your elective choices below. Please rank your selections 1 to 7. Electives will run if there are sufficient enrolments in each course. Please be mindful of course fees when making your selections.

ELECTIVE COURSE SELECTION 2024

COURSE	PRIORITY	FEE
ABORIGINAL STUDIES		NIL
CHILD STUDIES		$20
COMMERCE		NIL
DRAMA		$20
FOOD TECHNOLOGY		$40
GEOGRAPHY ELECTIVE		NIL
HISTORY ELECTIVE		NIL
INDUSTRIAL TECHNOLOGY (ENGINEERING)		$40
INDUSTRIAL TECHNOLOGY (TIMBER)		$40
ITALIAN		NIL
MARINE AND AQUACULTURE TECHNOLOGY		$20
MUSIC		$20
PHYSICAL ACTIVITIES & SPORTS STUDIES		$10
TEXTILES TECHNOLOGY		$40
VISUAL ARTS		$40

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____