



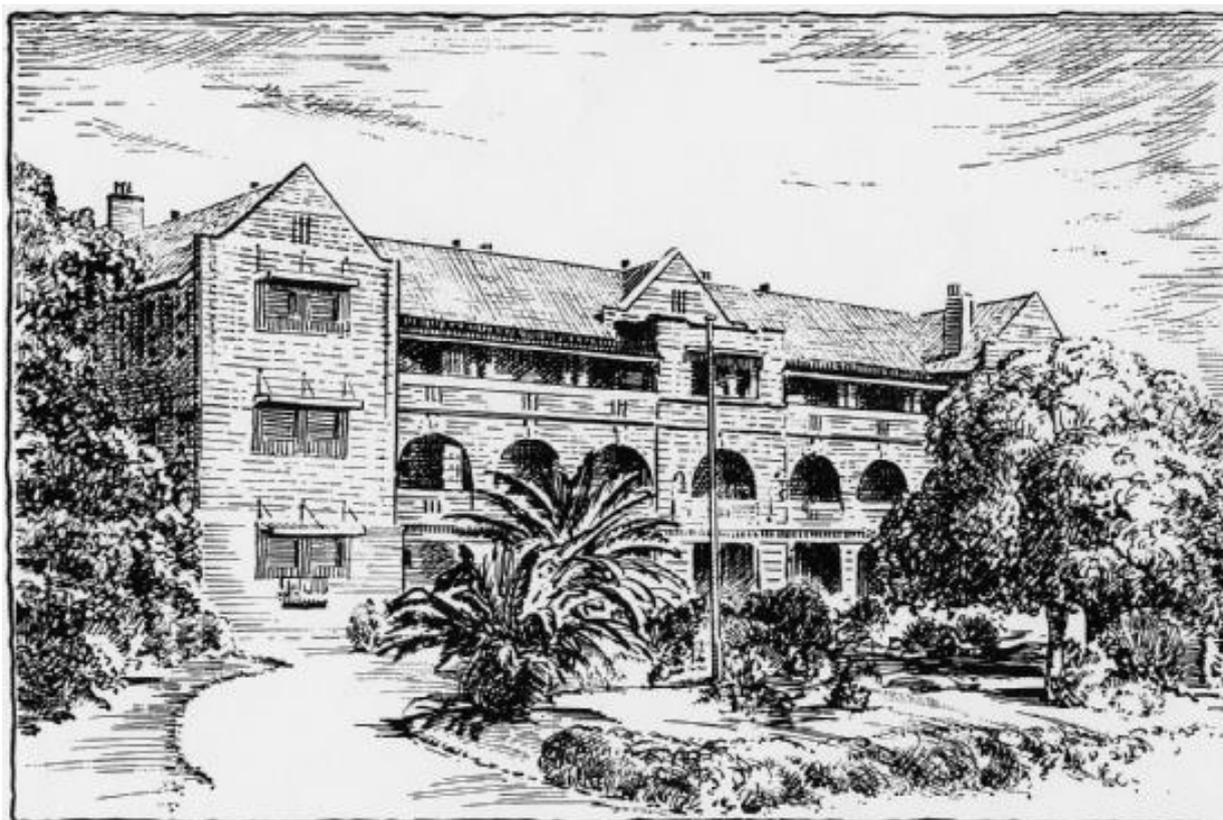
FORT STREET HIGH SCHOOL

SUBJECT INFORMATION BOOKLET

STAGE 5

Years 9 and 10

2015 - 2016



23 June 2014

Dear Parents and Students,

The time has arrived to make decisions about elective subjects for study during Stage 5 (Years 9 and 10). At Fort Street High School all students will study the following subjects in Years 9 and 10:

- English
- Mathematics
- Science
- Australian History
- Australian Geography, and
- Physical Development, Health and Physical Education.

All students must satisfactorily complete courses in **each** of the above subjects to meet requirements for the Year 10 course.

In addition to the subjects listed above, students may study **three** elective subjects from those listed in this booklet.

In choosing elective subjects, *students are committing themselves to **two** years of study.*

***In exceptional circumstances only**, students may request the Principal to change one elective subject at the end of Year 9.*

Please note such changes will depend on current class sizes and resourcing implications, and each student's satisfactory completion of all subjects studied in Year 9.

Subject Acceleration in Year 9, 2015

Acceleration provides an opportunity for students who have a **specific interest and talent** to complete a course for the HSC in advance of the cohort.

The opportunity to study an accelerated curriculum in **one only** of the subjects outlined below will provide for students:

- an additional challenge in Year 9
- a chance to sit for a subject they might not otherwise attempt
- experience of a subject involving a major work
- the experience of the HSC climate when attempting one subject
- an understanding of how much effort is required to achieve the desired high result
- more available units when calculating the ATAR.

The subjects through which acceleration is provided are:

- Mathematics;
- Science (Earth and Environmental Sciences);
- Information Processes and Technology, and
- Business Studies.

Mathematics

Core subject acceleration will occur in Mathematics.

The opportunity to study a compacted Mathematics curriculum in Year 9 will be offered to the top 60 students at the end of Year 8. The accelerated class will be chosen from the best of these students early in Term 2, 2015.

At the beginning of Year 10 the highest achieving 24 students will be provided with the opportunity to commence the Preliminary Course in Extension 1 Mathematics. This will require students to withdraw from the elective subject situated on the same line in the timetable as the extension component of the Mathematics course.

Science (Earth and Environmental Sciences)

Core subject acceleration will occur in Earth and Environmental Sciences.

In 2011-14 we offered acceleration in Science in Chemistry.

After careful consideration we will offer **Earth and Environmental Science** in 2015 as the accelerated science subject in lieu of Chemistry.

Information Processes and Technology (IPT), Year 11 Preliminary Course

In 2015 students will be offered the Stage 6 IPT computing course. This subject is offered in place of the Stage 5 Information and Software Technology course and provides a more rigorous course of study to better engage and challenge students. Students will complete the Preliminary course in Year 9 and the HSC course in Year 10.

Business Studies, Year 11 Preliminary Course

In 2015 students will be offered Business Studies as an accelerated HSC course to be studied over Years 9 and 10. Students choosing Business Studies should be seeking to be challenged and engaged by a course that provides greater rigour and depth than Stage 5 Commerce.

One class of IPT and Business Studies (Year 11 Preliminary Course) will operate each with a maximum of 24 students. Students applying for either of these courses must be willing to commit themselves to a senior study pattern, including the completion of the amount of homework commensurate with an HSC course, and time devoted to study.

NB: IPT and Business Studies **will not** be offered again in the Year 11 Preliminary Year.

Criteria to determine students to accelerate in a subject

Students will need to demonstrate:

- a record of excellent attendance and punctuality
- consistent performance at Grade A or B levels in all school courses
- a proven ability to submit work and complete tasks on time
- self motivation and a well organised approach to learning
- a capacity to work independently
- a high level of literacy skills.

English Enrichment, Stage 5

A pilot English Enrichment Program was initiated in 2011 for Year 9 students who were selected by their English teachers. These students were identified as both gifted and independent learners.

This program allows students to undertake a deeper investigation of a topic of their own choice that is related to the Stage 5 English program. Students develop a project that might include a short story, critical response, film, play or other form. Work on their project takes place during their normal English lessons.

The presentation of their final product will be in Term 4 and will involve the students presenting their work to a panel, including the Head Teacher English, the Principal and a representative from the community.

The ongoing feasibility of the project will be assessed during Term 4.

How do I choose my subjects?

Students should consider the following when making subject choices:

- What does the subject involve?
- Am I interested in this subject?
- Am I willing to commit to two years of consistent work in this subject?

It is important at this decision time to remind you of the proud tradition of a broad liberal education at Fort Street. **Elective subjects are not designed to support any specific vocation.** Make sure your choices embrace the broadest possible opportunities.

The subject selection sheet, which will be distributed on Friday 1 August, asks you to make four choices, the first being **priority one** the second **priority two** and the next two choices being of **equal importance**. Students will be provided with *their first choice* subject as a matter of priority. The other two subjects will be decided based on the **best fit** of available subjects, so please ensure you are prepared to study *any of the subjects you list*. In the process of designing classes we will be guided by your second choice, although no guarantees can be given.

It is important that you consider subject choices carefully, complete your selection forms and return them during your subject selection interviews on Friday 8 August 2014.

Any student wishing to study a language at Saturday School will be provided with a form on Friday 1 August 2014. This course must be in addition to the three electives studied at Fort Street High School. This form is to be completed and returned at the interviews on Friday 8 August 2014.



Roslyne Moxham
Principal

Contacts For Assistance With Subject Choices:

- Mr Osland
Deputy Principal responsible for curriculum for Year 8
- Ms Di Stefano
Deputy Principal responsible – Year 8
- Ms Woodhouse
Year Adviser
- Mr de Bres
Assistant Year Adviser

Head Teacher Assistance

- Head Teacher Creative Arts and Performing Arts
Ms Cameron (Music, Drama and Visual Arts)
- Head Teacher Social Science
Mr Chapman (Elective Geography, Commerce and Business Studies)
- Head Teacher History
Ms Miniutti (Elective History)
- Head Teacher Languages
Ms Manson (French, German, Japanese, Mandarin)
- Head Teacher Technology and Applied Studies
Mr Dopierala (Industrial Technology – Electronics, Industrial Technology – Engineering, Food Technology, Graphics Technology, Information Processes and Technology)

BUSINESS STUDIES

Aims:

Business Studies is an HSC subject. The course encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies, the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment. By completing this course students will develop general and specific skills, including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance their confidence and ability to participate effectively, not only as members of the business world, but also as citizens dealing with issues emanating from business activity.

Content:

The following topics will be studied:

Preliminary Course (Year 9)

Nature of Business
Business Management
Business Planning

HSC Course (Year 10)

Operations
Marketing
Finance
Human resources

Further details of the syllabus can be obtained from the Board of Studies website.

Outcomes:

A student:

- evaluates management strategies in response to changes in internal and external influences
- discusses the social and ethical responsibilities of management
- analyses business functions and processes in large and global businesses
- explains management strategies and their impact on businesses
- evaluates the effectiveness of management in the performance of businesses
- plans and conducts investigations into contemporary business issues
- organises and evaluates information for actual and hypothetical business situations
- communicates business information, issues and concepts in appropriate formats
- applies mathematical concepts appropriately in business situations.

CHINESE

Eligibility:

Students who choose to study Chinese in Years 9 and 10 must have satisfactorily completed either the Year 7 or Year 8 Chinese course at Fort Street High School, or an equivalent external course.

Aims:

The Year 9 and Year 10 courses aim to enable students to:

- develop the knowledge, understanding and the listening, speaking, reading and writing skills necessary for effective interaction in Chinese;
- explore the nature of languages as systems by making comparisons between Chinese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary;
- develop knowledge of the culture of Chinese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Content:

- Daily routine
- House and home
- Shopping
- Eating and drinking
- School life
- Travelling
- Leisure activities
- Illnesses
- Traditional festivals

Outcomes:

The Chinese course in Years 9 and 10 enables students to:

- select, summarise and analyse information and ideas in spoken texts and respond appropriately
- select, summarise and analyse information and ideas in written texts and respond appropriately
- use Chinese by incorporating diverse structures and features to express own ideas
- experiment with linguistic patterns and structures in Chinese to convey information and to express own ideas
- demonstrate understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- use linguistic resources to support the study and production of texts in Chinese
- explore the interdependence of language and culture in a range of texts and contexts
- identify and explain aspects of the culture of Chinese-speaking communities in texts.

COMMERCE

Aims:

The aim of Commerce is to enable students to develop the knowledge, skills and understanding to research and develop solutions to consumer, financial, business, legal and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Content:

YEAR 9	YEAR 10
<ol style="list-style-type: none">1. Consumer Choices<ul style="list-style-type: none">• Decisions affecting the quality of our lives• Consumer decisions• Consumer protection• Payment choices2. Personal Finance<ul style="list-style-type: none">• Earning an income• Spending and saving income• Borrowing money• Managing finances3. Investment<ul style="list-style-type: none">• Investing decisions• Investment options• Investment planning4. Law and Society<ul style="list-style-type: none">• The legal framework• Areas of law• Using the legal system5. Travel<ul style="list-style-type: none">• Destinations• Organising• Travel problems6. Political Involvement<ul style="list-style-type: none">• Structure of government• Political action• Decision-making	<ol style="list-style-type: none">1. Employment Issues<ul style="list-style-type: none">• The workplace• Employment relations• Taxation and superannuation2. Running a business<ul style="list-style-type: none">• Being an entrepreneur• Planning for success• Business Operation• Accounting and finance• Developing a business plan3. Promoting and Selling<ul style="list-style-type: none">• The selling process• Targeting consumers• Analysing selling techniques4. Our Economy<ul style="list-style-type: none">• Economic History and economic thought• Analysis of economic systems5. Community Participation<ul style="list-style-type: none">• Active community participation• Achieving community outcomes

Outcomes:

A student:

- applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- examines the role of law in society
- analyses key factors affecting commercial and legal decisions
- evaluates options for solving commercial and legal problems and issues
- monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- researches and assesses commercial and legal information using a variety of sources
- explains commercial and legal information using a variety of forms
- works independently and collaboratively to meet individual and collective goals within specified timelines.

DRAMA

Aims:

Drama in Years 9 and 10 is shaped by the study of a variety of Theatre styles and traditions. Through this study, students build self-confidence through developing expressive skills, such as voice and movement, as well as fostering social awareness and understanding through role play, improvisation and exploration of drama texts. The basics of acting and the process of creating a performance are integral to the learning. Students become aware of themselves and others through creating, observing and analysing character(s) and reflecting on the motivations and contexts for human behaviour. Students also become skilled at working in a collaborative/team structure.

Content:

The key areas for learning are *MAKING*, *PERFORMING* and *APPRECIATING*. The focus is on student's devising and creating Drama rather than interpreting and analysing pre-existing works using the *ELEMENTS OF DRAMA*. Scriptwork, interpretation and staging occur in an introductory manner in Year 10.

MAKING refers to participating in the creation of drama and theatre process work. Students develop and explore, imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and playbuilding are the key methods of making which involve a group of students collaborating to devise their own work.

PERFORMING refers to students actively engaging in acting and performing drama and theatre for different audiences.

APPRECIATING refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre practices.

Outcomes:

A student:

- manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- contributes, selects, develops and structures ideas in improvisation and playbuilding
- devises, interprets and enacts drama using scripted and unscripted material or text
- explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- analyses the contemporary and historical contexts of drama
- analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Note: This subject incurs a materials usage cost.

Elective GEOGRAPHY

Aims:

The aim of Geography in Years 9-10 is to stimulate students' enjoyment of, and interest in, the interaction of the physical and human environments.

The Elective Geography course provides students with a broader understanding of geography and the processes of geographical inquiry and fosters the study of changes taking place in global environments and communities.

This course incorporates Asian studies fostering an understanding of our own and other cultures, develops an appreciation of Asian civilizations and develops an interest in, and empathy with, Australia's neighbours and develops knowledge of current issues as they relate to Australia and Asia.

Content:

The course comprises of THREE of the following focus topics in each year of study.

1. AUSTRALIA'S NEIGHBOURS
A study of environments and specific issues within the Asia-Pacific Region. A case study of one country e.g. India.
2. POLITICAL GEOGRAPHY
An intellectual investigation of the nature, causes and distribution of conflict around the world and methods of resolving conflict. The topic deals with UN peace-keeping operations, the current crisis in the Middle East and the impact of conflicts on survivors.
3. CULTURES of ASIA (School-Based Options)
Studies of the religions, languages, cultures and traditions of a selection of Asian countries. Includes instruction in yoga and tai chi, practice in the art of calligraphy, performances of Wayang Kulit.
4. GEOGRAPHY OF FOOD
A study of the relationship between food and the human and physical environment. It examines the current world food crisis, the complexities of the genetically modified food debate, the impact of the natural environment on food production and the associations which have developed between certain foods and cultural groups.
5. OCEANOGRAPHY
The features and importance of the world's oceans and issues associated with them e.g. whaling and nuclear testing.
6. PATTERNS along a CONTINENTAL TRANSECT
The factors responsible for causing variation in spatial patterns across a continent from one specific location to another. For example the Nile from source to mouth, North America from Los Angeles to New York, the Andes from coastal Peru to the Amazon rainforest.
7. DEVELOPMENT OF GEOGRAPHY
This is an investigation of causes and impacts of poverty and the strategies to achieve greater socio-economic development in the poorer regions of the world. The study focuses on the Sub-Saharan region of Africa and explores key development issues such as HIV-AIDS, war, corruption, trade and neo-colonialism.

8. PHYSICAL GEOGRAPHY

The geographical processes that form and transform the physical world such as weather and climate, plate tectonics and vegetation.

Other options can include: the Geography of Primary Production.

Outcomes:

A student:

- identifies, gathers and evaluates geographical information
- analyses, organises and synthesises geographical information
- selects and uses appropriate written, oral and graphic forms to communicate geographical information
- selects and applies appropriate geographical tools
- explains the geographical processes that form and transform environments
- analyses the importance of the world's environments and issues associated with them
- explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- analyses contemporary world events and issues in terms of their ecological and spatial dimensions
- applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship.

Elective HISTORY

Aims:

Through the study of elective History, students will develop:

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the processes of historical inquiry
- skills to communicate their understanding of history.

Content:

YEAR 9

1. CRIME and PUNISHMENT which will include systems of law and punishment throughout history. The unit includes case studies of some of the most perplexing/heinous crimes in history.
2. SLAVERY TO CIVIL RIGHTS which will focus on the Trans-Atlantic slave trade and its impact on American history to the campaign for civil rights by Black Americans, including Malcolm X and the Black Panthers.
3. FRENCH REVOLUTION AND NAPOLEON which will focus on the Reign of Terror and Robespierre, and the way in which the personality of Napoleon shaped the course of European history.
4. HISTORY FOR LEISURE is a study of different types of history focusing on personal heritage, local history and an exploration of how film interprets history.

YEAR 10

1. RUSSIA TO 1917 which is an exploration of Russian history from the time of Ivan the Terrible and the personalities and events which shaped it.
2. ANCIENT STUDY: REVOLTS AGAINST THE ROMAN EMPIRE including Spartacus, the Varan disaster, Boudicca and Masada.
3. GENOCIDE AND THE HOLOCAUST which examines the Holocaust in WWII as well as other examples of genocide in the 20th century including Rwanda and Cambodia's 'killing fields'.

Outcomes:

A student:

- applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- examines the ways in which historical meanings can be constructed through a range of media
- sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- explains the importance of key features of past societies or periods, including groups and personalities
- evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
- identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
- explains different contexts, perspectives and interpretations of the past
- locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
- uses historical terms and concepts in appropriate contexts
- selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences.

FOOD TECHNOLOGY

Aims:

The aim of 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.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Content:

This course has a focus on developing basic food handling skills, slowly increasing student independence. Foods move from simple items to more sophisticated, complex dishes. All food nutrients and basic ingredients are thoroughly covered by emphasising major nutrients in each Year 9 unit of work. Student activities move from individual, pair-share, small teams and whole class structures with the goal of promoting whole-class collaboration by the end of Year 10.

Core Areas

Food preparation and processing, nutrition and consumption

Focus Areas

Focus areas provide a context through which the core will be studied. The six focus areas are:

Food in Australia

Food for special needs

Food selection and health

Food for special occasions

Food service and catering

Food trends

Outcomes:

A student:

- demonstrates hygienic handling of food to ensure a safe and appealing product
- identifies, assesses and manages the risks of injury and OH&S issues associated with the handling of food
- describes the physical and chemical properties of a variety of foods
- accounts for changes to the properties of food which occur during food processing, preparation and storage
- applies appropriate methods of food processing, preparation and storage
- describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- justifies food choices by analysing the factors that influence eating habits
- collects, evaluates and applies information from a variety of sources
- communicates ideas and information using a range of media and appropriate terminology
- selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- plans, prepares, presents and evaluates food solutions for specific purposes
- examines the relationship between food, technology and society
- evaluates the impact of activities related to food on the individual, society and the environment.

Note: This subject incurs a materials usage cost.

FRENCH

Aims:

The Year 9 and 10 courses aim to enable students to:

- develop the knowledge, understanding and the listening, speaking, reading and writing skills necessary for effective interaction in French.
- explore the nature of languages as systems by making comparisons between French and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.
- develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Content:

- Around the home
- Daily routine
- Part time work and pocket money
- Past events
- Shopping
- Health and fitness
- Holidays
- Leisure and social activities
- Eating and drinking
- Places about town
- Making arrangements

Outcomes:

The French course in Years 9 and 10 enables students to:

- select, summarise and analyse information and ideas in spoken texts and respond appropriately
- select summarise and analyse information and ideas in written texts and respond appropriately
- use French by incorporating diverse structures and features to express own ideas
- experiment with linguistic patterns and structures in French to convey information and to express own ideas
- demonstrate understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- use linguistic resources to support the study and production of texts in French
- explore the interdependence of language and culture in a range of texts and contexts
- identify and explain aspects of the culture of French-speaking communities in texts.

GERMAN

Aims:

The Year 9 and 10 courses aim to enable students to:

- develop the knowledge, understanding and the listening, speaking, reading and writing skills necessary for effective interaction in German.
- explore the nature of languages as systems by making comparisons between German and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.
- develop knowledge of the culture of German-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Content:

- Asking permission
- Eating out
- Sport
- Health
- At home
- Clothing and shopping
- Holidays
- In the city
- Berlin
- Transport
- The environment
- Youth culture
- Daily routines
- Work

Outcomes:

The German course in Years 9 and 10 enables students to:

- select, summarise and analyse information and ideas in spoken texts and respond appropriately
- select summarise and analyse information and ideas in written texts and respond appropriately
- use German by incorporating diverse structures and features to express own ideas
- experiment with linguistic patterns and structures in German to convey information and to express own ideas
- demonstrate understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- use linguistic resources to support the study and production of texts in German
- explore the interdependence of language and culture in a range of texts and contexts
- identify and explain aspects of the culture of German-speaking communities in texts.

GRAPHICS TECHNOLOGY

Aims:

The aim of Graphics Technology is to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

Students will develop knowledge, understanding and skills to:

- visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
- use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations
- select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
- apply Workplace Health and Safety (WH&S) practices and risk management techniques to the work environment
- appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

Content:

The major emphasis of Graphics Technology is on students being actively involved in the planning, development and production of quality graphical presentations.

The content is organised into two core modules and thirteen option modules.

Core modules are designed to provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats. The two core modules are completed in Year 9.

Option modules allow students to develop knowledge, understanding and skills in specific graphics-related fields. Students must complete four option modules.

Option modules include:

Architectural Drawing	Australian Architecture	Cabinet and Furniture Drawing
Landscape Drawing	Cartography and Surveying	Computer Animation
Engineering Drawing	Pattern Design	Product Illustration
Technical Illustration	Student Negotiated Project	
Graphic Design & Communication		
Computer Aided Design and Drafting (CAD)		

Graphics Technology is an excellent foundation for many future courses after schooling. Some examples include: the Architectural, Engineering, and Building and Construction fields.

Outcomes:

A student:

- communicates ideas graphically using freehand sketching and accurate drafting techniques
- analyses the nature of information and intended audience to select and develop appropriate presentations
- designs and produces a range of graphical presentations
- evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- manages the development of graphical presentations to meet project briefs and specifications
- manipulates and produces images using computer-based drafting and presentation technologies
- designs, produces and evaluates multimedia presentations
- identifies, assesses and manages relevant WH&S factors to minimise risks in the work environment
- demonstrates responsible and safe work practices for self and others
- demonstrates the application of graphics to a range of industrial, commercial and personal settings
- evaluates the impact of graphics on society, industry and the environment.

Note: This subject incurs a materials usage cost.

INFORMATION PROCESSES AND TECHNOLOGY

Aims:

The Information Processes and Technology Stage 6 course, teaches students about information-based systems. It covers the processes of collecting, organising, analysing, storing and retrieving, processing, transmitting and receiving, and displaying, as well as the technologies that support them. This background aims to provide students with the ability to adapt to new technologies as they emerge.

Content:

Preliminary Course (Year 9)

- Introduction to Information Skills and Systems (20% course time)
- Tools for Information Processes (50% course time)
- Developing Information Systems (30% course time)

HSC Course (Year 10)

- Project Management (20% course time)
- Information Systems and Databases (20% course time)
- Communication Systems (20% course time)
- Option Strands (40% course time) – Students will select TWO of the following options: Transaction Processing Systems; Decision Support Systems; Automated Manufacturing Systems; Multimedia Systems.

Outcomes:

Through this course, students will gain a good working knowledge of:

- the key concepts of data, information and systems
- the interactive nature of effective information-based systems
- available and emerging information technologies
- the social and ethical issues associated with the use of information technology and information systems, such as equity and access, privacy, freedom of information and copyright
- the communication, personal and team skills necessary to ensure that an information systems solution is appropriate for the needs of the users
- related issues such as project management, documentation and user interfaces.

On successful completion of the course, students will be able to:

- select the most appropriate technology for a given situation
- design and implement an information-based system using a creative and methodical approach.

NB: This is an accelerated computing course. See Page 3.

The 2 units for each of Preliminary and HSC are studied over Years 9 and 10.

A course specifically focussing on coding and software development is offered in Years 11 and 12.

INDUSTRIAL TECHNOLOGY - ELECTRONICS

Aims:

Industrial Technology Electronics seeks to encourage a sense of purpose, enjoyment and personal satisfaction and aims to provide information and experiences, while developing a range of skills that will equip students for future leisure and lifestyle activities, or future learning in the technology field.

Electronics Technology will also develop in students the ability to:

- read and interpret workshop and circuit drawings
- use drawings to communicate ideas and concepts
- recognise and use appropriate electronic components
- relate mathematic concepts to electrical units
- use techniques for finding and rectifying faults in circuits
- construct well finished and functional projects
- adopt safe working practices relating to the use of electricity
- apply research techniques in planning a project
- use technical terminology and develop good craftsmanship.

Content:

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

Core Modules: (Year 9)

- Circuits and Components 1 and 2

Specialised Modules: (Year 10)

- Circuits and Components 3 and 4

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

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

These may include: electronic circuits and kits, electronic controlled devices and robotic projects.

Students undertake a range of practical experiences that occupy the majority of course time. Practical experiences are used to develop knowledge and understanding of, and skills in, designing, producing and evaluating.

Outcomes:

The student:

- applies WH&S practices to hand tools, machine tools, equipment and processes
- applies design principles in the modification, development and production of projects
- identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- justifies the use of a range of relevant and associated materials
- selects and uses appropriate materials for specific applications
- selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- works co-operatively with others in the achievement of common goals
- applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- describes, analyses and uses a range of current, new and emerging technologies and their various applications
- describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Note: This subject incurs a materials usage cost.

INDUSTRIAL TECHNOLOGY - ENGINEERING

Aims:

The aim of Industrial Technology Engineering is to develop in students, knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Engineering will also develop in students the ability to:

- Use appropriate equipment, tools and machines
- Apply engineering principles and processes to design engineering solutions
- Read, interpret and produce engineering drawings including Computer Aided Design
- Understand the classification, properties and applications of materials
- Produce engineering reports
- Analyse the societal and environmental impact of engineering
- Perform risk assessments and manage Workplace Health & Safety
- Understand the scope of the profession.

Content:

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

Core Modules: (Year 9)

- Structures
- Mechanisms

Specialist Modules: (Year 10)

- Control Systems
- Alternative Energy

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

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

These may include:

- small structures – towers and bridges
- small vehicles – cars and dragsters
- a range of devices and appliances - rockets
- robotics projects
- electronic and mechanical control systems

Outcomes:

The student:

- applies WH&S practices to hand tools, machine tools, equipment and processes
- applies design principles in the modification, development and production of projects
- identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- justifies the use of a range of relevant and associated materials
- selects and uses appropriate materials for specific applications
- selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- works co-operatively with others in the achievement of common goals
- applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- describes, analyses and uses a range of current, new and emerging technologies and their various applications
- describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Note: This subject incurs a materials usage cost.

JAPANESE

Aims:

The Year 9 and 10 courses aim to enable students to:

- develop the knowledge, understanding and the listening, speaking, reading and writing skills necessary for effective interaction in Japanese
- explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary
- develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Content:

- Home and family
- School and School Life
- Describing People and Personalities
- Hobbies
- Shopping
- Seasons and weather
- Eating and Drinking
- Exchange Students
- Directions
- Part-time Work
- Media

Outcomes:

The Japanese course in Years 9 and 10 enables students to:

- select, summarise and analyse information and ideas in spoken texts and respond appropriately
- select summarise and analyse information and ideas in written texts and respond appropriately
- use Japanese by incorporating diverse structures and features to express own ideas
- experiment with linguistic patterns and structures in Japanese to convey information and to express own ideas
- demonstrate understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- use linguistic resources to support the study and production of texts in Japanese
- explore the interdependence of language and culture in a range of texts and contexts
- identify and explain aspects of the culture of Japanese-speaking communities in texts.

MUSIC

Aims:

The Stage 5 curriculum in Music seeks to build on the broad experiences of Years 7 and 8 in Performance, Composition and Listening with the aim of nurturing skills, knowledge and general proficiency which provide satisfaction and enjoyment.

The course is designed for students who are seeking to extend their experience in music, and it looks forward as a foundation for studies of Music in the Senior School.

Content:

Learning is organised under the following broad components:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble performance techniques
- **composing** as a means of self-expression, musical creation and problem-solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Outcomes:

A student:

- performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- demonstrates an understanding of the musical concepts through composing, arranging and improvising in the styles or genres of music selected for study
- notates own compositions, applying forms of notation appropriate to the music selected for study
- uses different forms of technology in the composition process
- demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- demonstrates an understanding of the influence and impact of technology on music
- demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Note: This subject incurs a materials usage cost.

VISUAL ARTS

Aims:

Visual Arts education makes a unique contribution to the curriculum. It provides students with opportunities to develop their perceptual, conceptual, and evaluative abilities in making images and objects, and in understanding more about the nature and meaning of works in contemporary society.

In teaching Visual Arts at Fort Street High School we believe that 'Art can be taught', that artistic development is not automatic, nor a consequence of maturation, and that each and every student is capable of gaining a keen sense of satisfaction from the Visual Arts.

Content:

The key areas for learning are *Practice*, *The Conceptual Framework* and *the Frames*. The focus of the Visual Arts course is on students making and responding to works of art. Essentially, anything that is experienced and responded to serves as the basis for creating artworks. Students will work in a wide range of media that may include digital imaging, drawing, painting, printmaking, ceramics, photography, sculpture and mixed media.

- **Practice** – describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Practice respects the different views that circulate and are exchanged in and about the visual arts.
- **The Conceptual Framework** – identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the art world.
- **The Frames** – subjective, cultural, structural and postmodern – account for different points of view, values and beliefs in and about the Visual Arts.

Outcomes:

A student:

- develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience.
- makes artworks informed by an understanding of how the frames affect meaning.
- investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- makes informed choices to develop and extend concepts and different meanings in their artworks.
- demonstrates developing technical accomplishment and refinement in making artworks.
- applies their understanding of aspects of practice to critical and historical interpretations of art.
- uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art.
- demonstrates how the frames provide different interpretations of art.
- demonstrates how art criticism and art history construct meanings.

Note: This subject incurs a materials usage cost.