

# Pennant Hills High School



## STAGE 5 COURSE SELECTION HANDBOOK

**Year 9 Course 2023**  
**Year 10 Course 2024**



## Principal's Message

Students in both Year 9 and Year 10 (Stage 5) engage with a curriculum that is a combination of mandatory courses and elective courses. All students will study English, Mathematics, Science, History, Geography and PDHPE. In addition, the Stage 5 curriculum at Pennant Hills High School is designed so that you will study 3 elective courses across Years 9 and 10. This course selection handbook has been prepared to assist you in making decisions that allow for success, enjoyment and engagement with your learning over the next two years. Carefully consider the information contained in this booklet and seek the advice of your parents/caregivers, Head Teachers and teachers who are your most valuable resource when making these decisions. Remember, courses that genuinely interest you and that you think you will be good at will ultimately lead to enjoyment, satisfaction and good results.

Every attempt is made to provide the greatest breadth of curriculum however unfortunately not all courses can run every year. In general, the courses that do run are driven by demand so we ask you to prioritise your choices to assist in completing our planning processes. Every attempt will be made to accommodate the greatest number of students' individual preferences.

This year, Pennant Hills High School will offer Aboriginal Studies as an accelerated course. This will mean that students who select this elective will study the Year 11 Aboriginal Studies course during Years 9 and 10 and complete their HSC examination during their Year 11 year (2025). Entry is via an expression of interest process and any student who is interested in completing this elective must meet a strict set of selection criteria to be considered due to the rigorous nature of senior study.

Students who wish to apply for Aboriginal Studies (Accelerated) should complete the Expression of Interest form available from Public Reception outlining their interest and reasons for studying this course. Aboriginal Studies can still be selected as a Year 9 elective for those students who do not meet the selection criteria.

I encourage you to read the information contained within this booklet, seek accurate advice and remember that in addition to your teachers, your Year Adviser, Careers Adviser, Deputy Principals and I are always available to help you.



Ross Warren  
Principal

# Table of Contents

|  |    |
|--|----|
| General information .....  | 3  |
| Time Frame.....  | 3  |
| What should I consider when making a choice for Year 9 and 10 electives? ..... | 3  |
| Find out more information .....  | 3  |
| How many electives? .....  | 3  |
| Course Fees .....  | 4  |
| Stage 5 Curriculum Structure.....  | 4  |
| NSW Record of School Achievement (RoSA).....                                   | 4  |
| Instructions for Course Selection for 2023 Timetable.....                      | 6  |
| Course list and contribution cost.....   | 7  |
| Aboriginal Studies.....  | 8  |
| Aboriginal Studies (Accelerated).....  | 8  |
| Agriculture .....  | 9  |
| Chinese .....  | 10 |
| Commerce.....  | 10 |
| Dance.....   | 11 |
| Drama .....  | 11 |
| Engineering .....  | 12 |
| Food Technology.....   | 13 |
| French.....  | 13 |
| Industrial Technology: Timber.....   | 14 |
| Information and Software Technology .....                                      | 14 |
| Japanese.....  | 15 |
| Music.....   | 15 |
| Photography and Digital Media.....   | 16 |
| Physical Activity and Sports Studies .....                                     | 16 |
| Textiles Technology.....   | 17 |
| Visual Arts .....  | 18 |

## General information

### Time Frame



**Term 3, Tuesday 6 September** - course selections open.

Online course selection form goes live and students can enter their selections using their unique web-code.

**Term 3, Sunday 18 September (midnight)** - course selections close.

From the website, print out a copy of your final course selections and return the form to Student Reception. The timetabling team may contact students whose choices cannot be accommodated.

Students will be informed of their elective choices for 2023 late in Term 4 2022.

### What should I consider when making a choice for Year 9 and 10 electives?

The simplest advice is to select courses that:

- you have an interest in and have already had some success in
- will develop your skills, knowledge and attitudes in a variety of disciplines
- you may find useful in the future
- keep your options open for future career decisions

Remember: the course you choose is a TWO year course (Year 9 &10).

### Find out more information

The following pages provide information about electives for Year 9 2023. It is a recommendation that you:

- read the course descriptions in this booklet
- discuss options with your teachers, course Head Teachers, Mr Symons the Careers Adviser and your parents/caregivers so that you are able to make sensible decisions about your elective choices.

### How many electives?

You will study 3 electives during Years 9 and 10. Each elective represents 200 hours of study. Whilst this booklet includes a variety of electives, it must be remembered that courses are offered subject to demand – some courses may not eventuate because of student numbers. Furthermore, some students may not achieve their preferred combination of courses. These students will be informed and asked to select a course that is available.

## Course Fees

Some of the electives require payment of fees to cover course costs. It is very important that you are aware of this requirement when you are making your elective choices. A list of course fees can be found on page 5.

## Stage 5 Curriculum Structure

### Mandatory Curriculum Requirements

The NSW Education Standards Authority (NESA) require completion of the following curriculum in order that students are eligible to receive a Record of School Achievement (RoSA) at the end of Year 10:

- English - NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- Mathematics - NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- Science - NESA developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
- Human Society and Its Environment (HSIE) - To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
- Languages - 100 hours to be completed in one language over one continuous 12-month period preferably in Years 7–8.
- Technological and Applied Studies (TAS) - NESA's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
- Creative and Performing Arts (CAPA) - 200 hours to be completed, consisting of NESA's 100-hour mandatory courses in each of Visual Arts and Music.
- Personal Development, Health and Physical Education (PDHPE) - NESA's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Students at Pennant Hills High will also complete Thursday afternoon Sport and, in Year 10, Careers.

## NSW Record of School Achievement (RoSA)

The New South Wales Record of School Achievement (RoSA) is available for all eligible students who leave school prior to receiving their Higher School Certificate.

A RoSA will show grades for all courses a student has completed up to the point they leave school including those completed in Year 10, Year 11 or even Year 12.

### Mathematics

It is important that parents/caregivers understand the structure of the Stage 5 Mathematics Syllabus. Years 9 and 10 bridge the gap between the junior and senior courses of Mathematics. Students completing Year 8 are at various stages in the development of their mathematical knowledge, understanding and skills. Some students demonstrate a high degree of conceptual understanding while other students still need to develop their basic numerical skills.

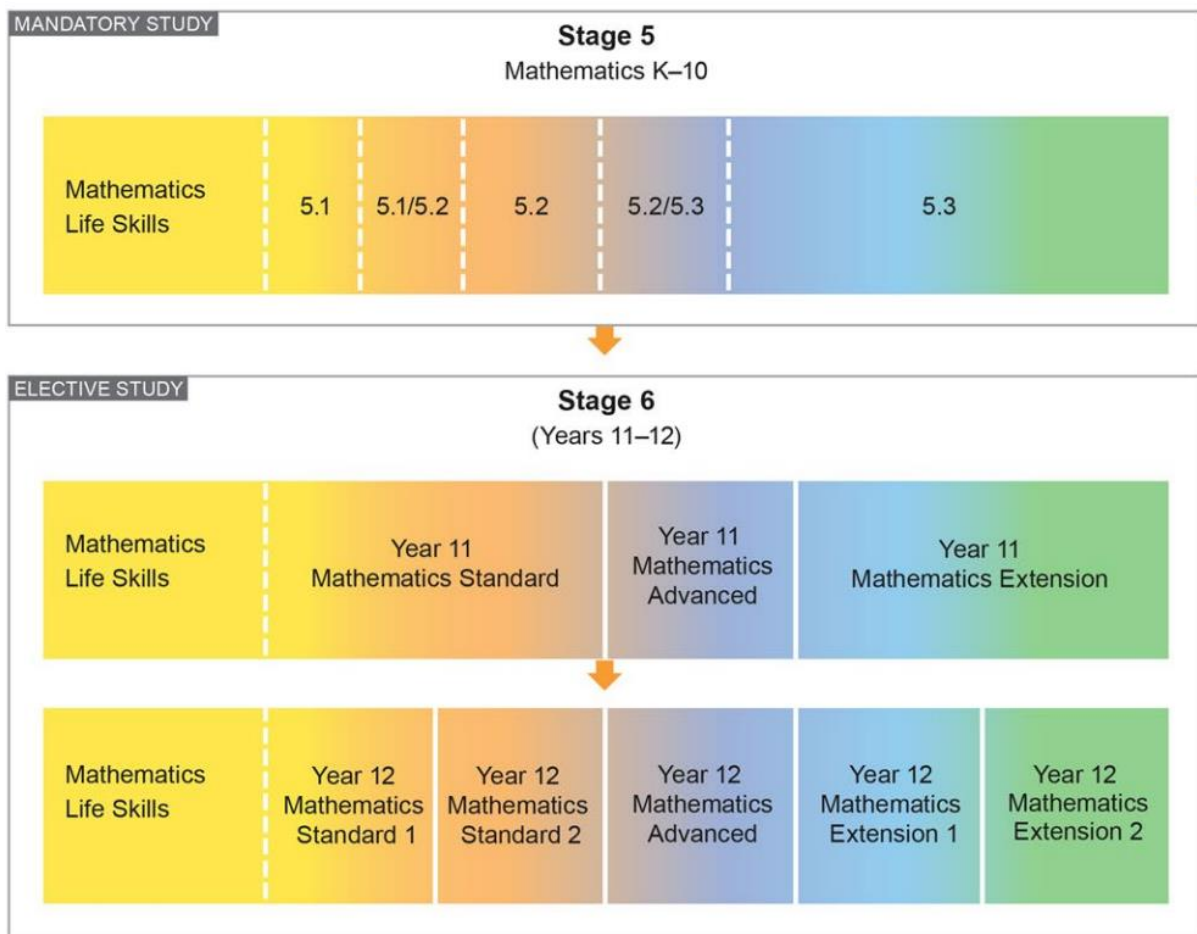
The K-10 Mathematics Syllabus caters for a wide range of learning needs by having three

sub-stages, Stage 5.1, Stage 5.2 and Stage 5.3. These sub-stages are not designed as prescribed courses and many different 'end points' are possible. All students must, as a minimum, complete topics covered under the Stage 5.1 level. It is expected that the majority of students will be extended to complete the Stage 5.2 course. Students who have demonstrated a talent in learning Mathematics will complete the extension components described in the Stage 5.3 course.

Students are placed in appropriate classes on teacher recommendation and in accordance with their mathematical ability demonstrated throughout Stage 5. The three sub-stages lead into different Stage 6 courses as per the following diagram.

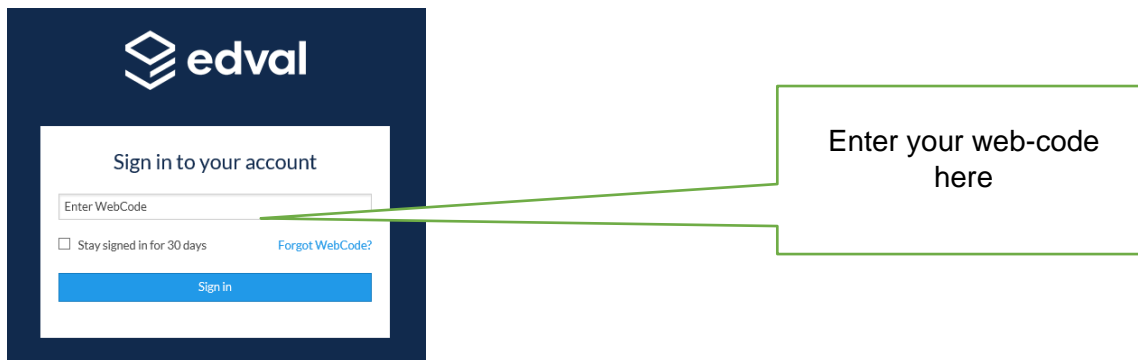
- 5.1 Pathway - is designed for students who need more time to develop basic mathematical skills. The content of Stage 5.1 reinforces the skills and knowledge developed in the Stage 4 (Years 7 and 8) Mathematics course.
- 5.2 Pathway – it is expected the majority of students will complete this stage by the end of Year 10.
- 5.3 Pathway - is the most abstract of the three courses. It is designed for students who have had no difficulty in achieving the syllabus outcomes up to and including Stage 5.2 outcomes.

Students who progress to this stage should be able to work easily and quickly with more demanding mathematical concepts. They will be able to use deductive reasoning in problem solving and in presenting arguments and formal proofs. They will be able to interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across topics.



# Instructions for Course Selection for 2023 Timetable

Students will receive their unique webcode in their @education school email account on Tuesday 6 September. Go to the following web address <https://my.edval.education/login> and enter your webcode. Please contact Mr Keegan at [pennanthil-h.school@det.nsw.edu.au](mailto:pennanthil-h.school@det.nsw.edu.au) with any issues regarding the Course Selection website.



When successfully logged in a screen like the one shown below will open. Guidelines to use when selecting courses for Year 9

1. Choose your elective choices in **order of preference** from the drop down menu's
2. You cannot select the same elective choice twice
3. You are also to choose TWO reserve preferences. These will be used, if necessary if, you do not get a main preference/s to complete your elective choice.
4. When you have entered and submitted your final selections on the web choices page, you will need to print off a copy of your course selection for 2023 and hand in to Student Reception.

The image shows a screenshot of the "Choice" page. At the top left is the edval logo and the word "Choice". Below this is the "Stage 5 choices" section. It contains two tables. The first table is titled "Main Units" and has three rows for "Priority 1", "Priority 2", and "Priority 3". Each row has a "Subject" column with a dropdown menu showing "No selection" and a "Units" column with the value "0". At the bottom right of this table is a "Total" row with the value "0". The second table is titled "Reserve Units" and has two rows for "Priority 4" and "Priority 5". Each row has a "Subject" column with a dropdown menu showing "No selection" and a "Units" column with the value "0". At the bottom right of this table is a "Total" row with the value "0". Below the tables are two buttons: "Cancel" and "Submit". On the right side of the page, there is a vertical sidebar with a "Notes" section containing the text "Stage 5 Electives 2020" and a "Rules" section.

## Note:

- You can go to the website <https://my.edval.education/login> and change your selection as many times as you wish until midnight, Sunday 18 September. At this time selections are final and cannot be changed.
- Only students who do not receive the minimal requirement of 3 electives of study from their preference list and reserves will be contacted regarding their choices.

## Course list and contribution cost

NB: Course fees listed are per annum and subject to change.

| <b>Course</b>                               | <b>Faculty</b>                                      | <b>School contributions</b> |
|---|---|-----------------------------|
| Aboriginal Studies                          | Human Society and Its Environment                   | NIL                         |
| Agriculture                                 | Science   | \$45                        |
| Chinese                                     | Languages   | NIL                         |
| Commerce                                    | Human Society and Its Environment                   | NIL                         |
| Dance                                       | Personal Development, Health and Physical Education | \$20                        |
| Drama                                       | Creative and Performing Arts                        | \$25                        |
| Engineering                                 | Technologies  | \$40                        |
| Food Technology                             | Home Economics                                      | \$150                       |
| French                                      | Languages   | NIL                         |
| Industrial Technology: Timber               | Technologies  | \$70                        |
| Information and Software Technology         | Technologies  | \$25                        |
| Japanese                                    | Languages   | \$43                        |
| Music                                       | Creative and Performing Arts                        | \$30                        |
| Photography and Digital Media               | Creative and Performing Arts                        | \$70                        |
| Physical Activity and Sports Studies (PASS) | Personal Development, Health and Physical Education | \$20                        |
| Textiles Technology                         | Technologies  | \$50                        |
| Visual Arts                                 | Creative and Performing Arts                        | \$70                        |



## Aboriginal Studies

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students.

The skills developed in this course will help prepare students for any of the following courses in Stage 6: Aboriginal Studies, Ancient History, Business Studies, Economics, Geography, History Extension, Legal Studies, Modern History, Society and Culture and Studies of Religion.

### What will I learn about?

All students are able to develop an appreciation of Aboriginal identity and experiences:

- an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity.
- gain knowledge about contemporary issues affecting Aboriginal communities across Australia.
- study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities.
- develop recognition of the fundamental importance of land and spirituality to all Aboriginal Peoples
- develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.

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

## Aboriginal Studies (Accelerated)

This course is offered as an accelerated HSC course for year 9 and 10 students completing their HSC examination in Year 11. Entry is via application. Students must meet selection criteria to be considered.

### **Course Description:**

Aboriginal Studies is designed to foster intellectual, social and moral development by enabling students to think critically about the historical and contemporary experiences of Aboriginal peoples. Through this study, students will develop a heightened understanding and appreciation of the concepts of social justice and shared histories, and will critically examine their role as active and informed citizens. Aboriginal history and culture are fundamental to the development of Australian identity. Aboriginal Studies acknowledges the contribution of Aboriginal cultures and communities to Australian society. Aboriginal Studies seeks to provide a body of knowledge that is both accurate and unbiased. The course will provide students with ways of detecting and analysing bias in representations of Aboriginal peoples. Aboriginal Studies is a unique experience for both Aboriginal students and non-Aboriginal students. For all students, Aboriginal Studies provides a flexible structure to prepare for further education, training and employment. Through Aboriginal Studies, students will develop:

**knowledge and understanding** about:

- social justice and human rights issues and their impact on Aboriginal and other Indigenous peoples
- the diversity of contemporary Aboriginal cultural, political, social and economic life
- impact of government policies, legislation and legal decisions on Aboriginal and other Indigenous peoples

**skills** to:

- investigate issues and communicate information from a variety of perspectives and
- develop informed and responsible **values and attitudes** about:
  - social justice and intercultural understandings
  - empathy with Aboriginal peoples' experiences and views
  - ethical research practices

### **Main Topics Covered:**

#### **Year 9 Accelerated Course (Year 11 Course):**

- Aboriginality and the Land
- Heritage and Identity

#### **Year 10 Accelerated Course (Year 11 Course):**

- International Indigenous Community: Comparative Study
- Research and Inquiry Methods: Local Community Case Study

#### **Year 11 Accelerated Course (HSC Course):**

- Social Justice and Human Rights Issues
- Aboriginality and the Land
- Heritage and Identity
- Research and Inquiry Methods – Major Project

## **Agriculture**

Students gain knowledge and skills that will be of advantage to them throughout their whole lives. Not only does it provide them with the facility to produce their own food it also allows them to be discerning in their consumption of Agricultural products. Agriculture involves the student in the practice of raising plants and animals which in turn provides them scope for personal achievement and satisfaction.

### What will I learn about?

Agriculture promotes the development of teamwork and initiative in the students as well as developing a nurturing attitude and associated skills.

Year 9 students study the general aspects of apiculture (bees), sheep and pasture production and the importance of Agriculture in the Australian economy. The students study in detail prime lamb production and potato production systems and have the opportunity to visit a working sheep property to gain hands on experience.

Year 10 students study the general aspects of crop production, hydroponics and mushroom production and study beef cattle production in detail. The students maintain physical and financial records of the production from their class garden throughout the year.

In stages 4 and 5 the course of study is roughly 50% theory and 50% practical lessons.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/course-descriptions-7-10>

## Chinese

With travel, trade and increasing ethnic-diversity bringing Australia much closer to the rest of the world, there has never been a more important time for young people to learn foreign languages. Language learning develops students' awareness of communication techniques and, vitally, gives them an appreciation of different cultures.

- Mandarin Chinese is spoken by over one billion people, one-fifth of the world's population.
- The Chinese civilization is one of the oldest civilizations in the world.
- China is an important business and economic partner of Australia and the world and international companies are competing for those with Mandarin Chinese skills.

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language. Students improve their literacy skills in English, and by moving between linguistic systems develop enhanced mental dexterity.

### What will I learn about?

Themes typically covered include: clothes and shopping, school, food, sport and hobbies, directions, travel, personality descriptions, relationships, going out, future plans.

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

## Commerce

Commerce is concerned with the business of everyday living - how to get the most for your money; how businesses are run; how the legal system operates; understanding our political system; how to get a job and how to live independently. These are all issues faced by young people today.

The study of Commerce aims to guide students towards personal competence and responsible participation in the changing commercial environment. In doing this it provides a distinctive and significant contribution to the total school curriculum and thereby the general education and life-skills of students.

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

## What will I learn about?

- Running a Business
- Community Participation
- Global Links
- Law and Society
- Political Involvement
- Employment Issues
- Travel
- Our Economy
- Law in Action
- Towards Independence

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/commerce-7-10-2019>

## Dance

In the study of dance as an artform students develop knowledge, understanding, skills, values and attitudes 'through' and 'about' the interrelated experiences of performing, composing and appreciating their own dances, the dances of others, and dances as works of art in the public domain.

Through the practices of performance, composition and appreciation students learn about the distinctive ways in which they can express their own experiences. They also learn about the development of cultural meanings and artistic traditions.

### What will I learn about?

Dance as a subject is broken into three categories, allowing year 9 and 10 students to immerse themselves in the artform.

#### Performance.

Students learn and practice the technical skills to perform a range of dance genres that could be performed to an audience. A dance performance can be the informal or formal presentation of a classroom sequence, a student composition, a choreographed dance or an excerpt of a dance work of art which is based on the elements of dance

#### Composition:

Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

#### Appreciation:

Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They *observe and describe* performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/dance-7-10>

## Drama

Drama is highly engaging and physically and mentally challenging. The understanding, knowledge, skills and values attained in Drama will give students the confidence to approach a range of tasks utilising skills in group work, public speaking, social awareness and self-expression.

Drama is a largely practical course with opportunities to develop individual skills while working cooperatively with peers. The study of Drama nurtures an interest and enjoyment in the production of theatrical works and an appreciation of the dramatic arts. Video, lighting and sound equipment are available for student use. Drama students also have access to the school Drama facilities including the extensive costume and props rooms.

Stage 5 students showcase their work as part of the Drama Festival and also during visits to local primary schools. They also have the opportunity to attend excursions to live theatrical productions and to take part in practical workshops with industry professionals.

### What will I learn about?

Drama involves a unit of playbuilding each year – students collaborating to make their own piece of drama from a variety of stimuli. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in performances.

Students learn to make and perform and appreciate dramatic and theatrical works. They are involved in improvisation and puppetry. They learn to respond to, reflect on and analyse their own work and the work of others and have the opportunity to connect their study of a variety of theatrical styles and traditions with their own creative work through their Drama Logbook.

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

## Engineering

The study of Engineering provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Engineering develops knowledge and understanding of materials and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

In Engineering students will study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects.

The *Engineering Years 7–10 Syllabus* leads students to an awareness of the relationship between technology, industry, society and the environment, and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students are challenged to develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning in Engineering and Science Technology Engineering and Mathematics (STEM) fields. The knowledge, understanding, skills and attitudes developed through the study of Engineering provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society.

Throughout the course students will complete a core module of Engineering Structures/Mechanisms and specialised modules including Alternative Energy, Control Systems and Transport. Stage 5 Engineering provides a strong foundation for HSC Engineering Studies with links to all STEM subjects including Physics and Chemistry.

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

## Food Technology

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

### What will I learn about?

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

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

The units of work include:

- Food in Australia
- Food Selection and Health
- Food for Specific Needs
- Food Trends
- Food Service and Catering
- Food for Special Occasions

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

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

## French

In our globalised society, a second language can give applicants an edge over the competition in any field. The study of French will equip students with valuable language skills, which can be applied to a variety of careers.

In France there are opportunities to work in various fields including the arts, business and hospitality. French language skills are sought after in the tourism and hospitality industries, defence forces and government departments. Language skills are an advantage in teaching, marketing, journalism, information technologies, commerce, business, law, science and engineering.

### What will I learn about?

Students will learn about school life, living in French society, dining, foods, manners and etiquette, meeting people, transportation, shopping and money, counting systems, clothing and culture, history and language forms. They will gain insight into language structures and the use of grammar in both French and English. Students will be able to construct sentences by following the rules of French language.

Through a variety of cultural activities, students will develop the ability to construct and comprehend French language texts. These include many aspects of the French way of life. The study of French in year 9 takes students beyond the basic construction of fact-based



sentences and develops skills in expressing opinions, attitudes and emotions, while addressing the French cultural characteristics. This year will include a more thorough examination of the French lifestyle.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/french-k-10-2018>

## Industrial Technology: Timber

This interesting and challenging course is based on the design and construction of both functional and attractive projects.

### What will I learn?

This course in cabinet-making and wood machining is designed to teach students the correct use of hand tools in the early stages whilst introducing the use of power tools such as the drill press, band saw, wood lathe, router and biscuit jointer to enable more complex projects to be constructed. Timbers used include Radiata and Hoop Pines, Pacific Maple, Silky Oak (recovered from the local area) and Chestnut.

Wood turning is an integral part of the course giving students the opportunity to produce table legs, goblets, bowls, pencil holders, drawer handles and lidded boxes. Design skills are most important allowing students to modify plans to suit their own needs, select appropriate joints and materials and ultimately design entire projects.

Year 9 projects produced include a desk organiser, magazine rack, tool boxes, stools and other turned projects such as bowls and paper towel holders. Year 10 complete more complex projects such as a small table with traditional joints and a Wall Clock with a pendulum movement, and continue to develop woodturning skills.

Students will develop skills in teamwork, independent working, problem solving creativity and product evaluation.

You will be expected to follow all WHS guidelines including the wearing of appropriate footwear whilst in the workshops.

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

## Information and Software Technology

The aim of the Information and Software Technology Stage 4 and 5 Syllabus is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions. Information Technology is the fastest growing industry in the world, demanding high salaries. The IT industry also covers a huge variety of professions which are, to a degree, covered in the IST course.

### What will I learn about?

Students choosing IST in Stage 5 will develop skills that can be used to enhance their use of all types of technology. They will develop the necessary skills to enable them to produce interactive presentations at an advanced level using a variety of inputs including graphics, animation, audio and video. They will also be exposed to programming at a basic level, build

and program robots, produce digital videos, manipulate images, develop databases and learn how to make web sites as well as produce advanced multimedia applications.

Topics covered in IST include:

|  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Multimedia</li></ul>                           | <ul style="list-style-type: none"><li>• Photography and photoshop</li></ul>      |
| <ul style="list-style-type: none"><li>• Webpage design and creation</li></ul>          | <ul style="list-style-type: none"><li>• Video making</li></ul>                   |
| <ul style="list-style-type: none"><li>• Programming</li></ul>                          | <ul style="list-style-type: none"><li>• Robotics</li></ul>                       |
| <ul style="list-style-type: none"><li>• Social and ethical use of technology</li></ul> | <ul style="list-style-type: none"><li>• Future and emerging technology</li></ul> |

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/information-software-technology>

## Japanese

In our globalised society, a second language can give applicants an edge over the competition in any field. The study of Japanese will equip students with valuable language skills, which can be applied to a variety of careers. In Japan there are opportunities to work in various fields including English teaching, business and hospitality. Japanese language skills are sought after in the tourism and hospitality industries, defence forces and government departments. Language skills are an advantage in teaching, marketing, journalism, information technologies, commerce, business, law, science and engineering.

### What will I learn about?

Students will learn about school life, living in Japanese society, dining, foods, manners and etiquette, meeting people, transportation, shopping and money, counting systems, clothing and culture, calligraphy and language forms. They will gain insight into language structures and the use of grammar in both Japanese and English. Students will be able to construct sentences by following the rules of Japanese language.

Through a variety of cultural activities, students will develop the ability to construct and comprehend Japanese language texts. These include many aspects of the Japanese way of life. The study of Japanese in Year 9 and 10 takes students beyond the basic construction of fact-based sentences and develops skills in expressing opinions, attitudes and emotions, while addressing the Japanese cultural characteristics of honorific and humble levels of communication. This Stage 5 course will include a more thorough examination of the Japanese lifestyle.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017>

## Music

The Stage 5 Music Course is a challenging and rewarding performance and listening course designed for those students who like to be creatively involved in all aspects of music making.

This course will appeal to students who enjoy singing, those who play instruments or those who want to learn to play an instrument and those students who like writing songs. The Stage 5 elective Music Course develops listening, performance and writing skills.

### What will I learn about?

Technology is integrated into each year of the course and students will have the opportunity to use Sibelius software to write their own songs which can be recorded using a variety of electronic media.



The three main areas of exploration and study are Performing, Composing and Listening.

In Years 9 and 10 students develop knowledge, understanding and skills in a range of musical styles through the study of compulsory and additional topics. For example, Film Music, Music and Technology, Jazz, Classical Music, Theatre Music and Music of other cultures such as Balinese Music.

As course enrichment, students will have the opportunity to attend concerts at the Opera House and the Australian Institute of Music. The school mid-year Music Festival provides an opportunity each year for students to showcase their performing talents as soloists or as part of an ensemble.

This elective course provides an excellent foundation for further study in Stage 6 for the Music 1, Music 2 and the Music Extension Courses.

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

## Photography and Digital Media

Photography and Digital Media is a practical course which provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

The broad areas of photography and digital media as print, interactive and moving forms is extremely relevant to students. Much of their knowledge of the world and their notions of culture and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media, social media and multimedia.

The Stage 5 course uses a variety of technologies as tools for the creation of artworks.

### What will I learn about?

- The field of PDM comprising conventions, technologies, traditions and relationships
- Ethical issues in PDM
- How artists represent ideas and interests in PDM works
- WHS practices and safe working environment

Students will explore analogue and/or digital photography (including techniques such as depth of field, exposure, aperture and shutter speed), darkroom and/or digital laboratory procedures, wet and/or digital images, Photoshop techniques, negative and print scanning, software and components as well as filmmaking, portfolio presentation and exhibition requirements.

PDM students exhibit their artwork in the MPC each year as part of the Visual Arts Exhibition.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

## Physical Activity and Sports Studies

PASS is a practical (50%) and theory (50%) based course with an aim to enhance students' participation in physical activity. Students engage in a wide range of physical activities to develop key understandings in how and why we move to enhance participation and enjoyment of movement.

## What will I learn about?

In the theory domain students will investigate how the body moves, physical fitness, and the fundamentals of moving. They also investigate how technology and issues, such as doping, impact on sport. A major aspect of the theory component is coaching. Students will learn how to coach and then gain practical experience in coaching younger students.

In the practical domain students will gain a deep understanding of the Game Sense Approach to teaching skill. This approach will allow them to improve not only as sportspeople, but also as a coach. They will also participate in sports such as AFL, League Tag, Flag Gridiron, Netball and Wheelchair Basketball. In year 10 students will practise their coaching with younger students and there is also the opportunity to complete their Bronze Medallion Certificate and participate in a learn to surf program.

Students should have a strong interest in sport and physical activity, but should also be aware that there is a 50% theory component in this course. Students should enjoy working with their peers as many assessment tasks are conducted in pairs or small groups. It is also expected that students who select this course participate in grade sport, and the various school carnivals.

There is also a cost involved for participating in some of the excursions across both Years 9 and 10.

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

## Textiles Technology

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

### What will I learn about?

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

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

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

Project work at PHHS includes creative cushions, hoodies, an embroidered textile art piece, lounge pants, Shibori dyeing, skirt or shorts, and a recycled denim item.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues,

and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

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

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

## Visual Arts

Visual Arts is highly engaging and fun. It is a practical course which provides students with opportunities to develop their own interests and to be self-motivated, active learners. Visual Arts fosters interest and enjoyment in the production and appreciation of art.

It plays an important role in the social and cultural lives of students, offering a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

The Stage 5 Course builds an understanding of the role of art in all forms of media including:

- Painting
- Sculpture / Ceramics
- Printmaking
- Digital Media & computer generated artworks
- Drawing
- Collections of works
- Photography

In Stage 5 students develop a Body of Work every ten weeks from these media areas and concentrate on the development of technical and conceptual skills. They also connect the studying of artists and the art world with their own art making practice using their Visual Arts Process Diary.

In Stage 5 Visual Arts students attend excursions to extend and promote their understanding of art practice such as a visit to the Archibald Prize Exhibition at the Art Gallery of NSW. Year 9 produce an artwork inspired by a visit to diverse places across the city of Sydney.

Visual Arts students exhibit their artwork in the MPC each year as part of the Visual Arts Exhibition which showcases the complexity and variety of artwork that each year group has developed.

The Visual Arts Faculty has excellent facilities including a Computer Room, Darkroom, Senior Studio, Foyer Gallery as well as four fully functioning art classrooms.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>