West Wyalong High School

Stage 5

(Year 8 into Year 9 2022 & Year 9 into Year 10 2022)

Subject Selection Handbook

For Students and Parents

Year 9 – 2022

Year 10 - 2022

Mandatory Courses

Mandatory courses – these are studied for ***two*** Years (Years 9 and 10)

- English
- Mathematics
- Science
- Australian Geography, History and Civics and Citizenship
- Personal Development, Health and Physical Education

English

Stage 5 students that include both Year 9 & 10 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

In Stage 5	
Fiction	At least two texts
Poetry	A variety drawn from different anthologies and/or study of one or two poets
Film, or film on video or DVD	At least two texts
Non Fiction	At least two texts
Drama	At least two texts

In each year, students must study examples of spoken texts, Print texts, Visual texts, Media, multimedia and digital texts.

The selection of texts must give students the experience of quality literature, Australian literature, including texts that give insights into Aboriginal experiences in Australia, literature from other countries, times, cultures, Shakespearean drama, every day and workplace texts, texts that include aspects of environmental sustainability and non-fiction, picture books and graphic novels.

Mathematics

Mathematics provides students with knowledge, skills and understanding in number and algebra, measurement and geometry, and statistics and probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.
There are two different pathways in mathematics that students may choose from in Stage 5 at West Wyalong High School. The two pathways are the Mathematics STEM Advanced Pathway and the Mathematics STEM Pathway.
The Mathematics STEM Advanced Pathway is designed for students to be able to achieve the outcomes recommended for the Stage 6 Mathematics Advanced course. The STEM Pathway allows for an alternative presentation of content and demonstrates to students the connections between different topics in mathematics and the role of mathematics in STEM applications.
The Mathematics STEM Pathway is designed for students to be able to achieve the outcomes recommended for the Stage 6 Mathematics Standard course and mathematical understandings that are applicable to a range of VET courses. Additionally this Pathway provides opportunity for students to engage with the Australian Core Skills Framework (ASCF) level 3 numeracy standard.

Strand	Objective
Working Mathematically	Students develop understanding and fluency through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communication and reasoning.
Number and Algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques in generalisations.
Statistics and Probability	Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgments.
Measurement and Geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.

Science

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.
Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.
Science 7 – 10 is structured in five strands; Working Scientifically, Physical World, Living World, Earth and Space and Chemical World. These strands contain the skills, knowledge and understanding for the study of Science in Years 7 – 10.

Strand	Description
Working Scientifically	Students develop skills in questioning and predicting, planning investigations, conducting investigations, processing and analysing data and information, problem solving and communication within the context of the four following content strands.
Physical World	Students apply models, theories and laws to explain situations involving energy, force and motion and explain how scientific understanding about energy conservation, transfers and transformations are applied in systems.
Living World	Students analyse interactions between components and processes within biological systems and explain how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
Earth and Space	Students describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community and explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
Chemical World	Students explain how models, theories and laws about matter have been refined as new scientific evidence becomes available and discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

MATERIALS /EQUIPMENT REQUIRED: Students must have sturdy fully enclosed leather upper shoes. Long hair restrained.

Mandatory Geography

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Topics

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

Mandatory History

Stage 5 students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

- The Making of the Modern World
- Depth Study 1 – Making a Better World
- Depth Study 2 – Australia and Asia
- Core Study/ Depth Study 3 - Australia at War – World War I and World War II
- The Modern World and Australia
- Core Study/ Depth Study 4 – Rights and Freedoms
- Depth Study 5 – The Globalising World

Personal Development, Health and Physical Education (PDHPE)

Course description

The Personal Development, Health and Physical Education (PDHPE) provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts.

What students learn

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

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

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

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

Elective Courses

- Agricultural Technology
- Commerce
- Design and Technology
- Drama
- Extension History
- Food Technology
- Industrial Technology – Metal
- Industrial Technology – Timber
- Music (Elective)
- Photography and Digital Media
- Physical Activity and Sports Studies
- Visual Arts

Department approved electives for Stage 5

- Critical Thinking
- International Studies

Agricultural Technology

In this course, students will develop an understanding of the dynamic and interactive nature of Australian Agriculture and the significant part it plays in our economy.
Students will investigate agricultural enterprises and the practices and skills required to produce a range of plant and animal products. Enterprises will include those produced locally and also those found across the wide array of climatic regions in Australia. Both commercial and alternative enterprises may be studied.
Students will develop an awareness of sustainable production and marketing practices that are both environmentally and socially responsible. Technology and it's ever increasing role in daily activities will also feature heavily in enterprise case studies.
Students will also be given the opportunity to develop a range of skills essential to working in modern agriculture including:

- Effective communication
- Safe and cooperative work practices
- Problem solving and independent thinking
- Data collection and record keeping
- Time management and work planning

MATERIALS/EQUIPMENT REQUIRED - Sturdy fully enclosed leather upper shoes. Long hair restrained**.**
COST: $60.00 per year.

Commerce

Commerce is designed to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community. The course covers both business and legal topics and aims to include practical advice and knowledge aimed at helping students to manage their personal finances after school as well as increasing their level of consumer awareness. The course also gives students a basic understanding of the operation of our legal system. Students will learn how laws are made, interpreted, enforced and changed. The course covers both civil and criminal law such as access and fairness. Students will also learn about the commercial and legal aspects of employment issues. Students will develop problem solving and decision making skills to assist them in relation to a range of issues which may affect them when they leave home.

Topics include:

- Personal Finance
- Consumer Choice
- Investing
- Promoting and selling
- Running a Business
- Law and Society
- Employment Issues
- Towards Independence
- Political Involvement
- Travel
- Law in Action

Design and Technology

Students learn about the design, production and evaluation of quality designed solutions and processes. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work, Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Students complete a range of practical experiences, designing and creating effective solutions to problems throughout the subject.

MATERIALS /EQUIPMENT REQUIRED: Students must have sturdy fully enclosed leather shoes and have long hair restrained. A project folder is required when completing portfolio tasks.
COST: $50.00 per year.

Drama

This course will cover:

- The history of drama (from ancient society until current day)
- The theory of drama (script writing and production), developing an appreciation of drama (why is drama important in society?)
- The performance of drama (both impromptu and scripted)

Students will develop their performance and public speaking skills, collaborative (teamwork) skills, creative and analytical skills, and leadership skills.

Students will attend professional performances in Wagga or Griffith – this will require students to pay for tickets and travel.

Students must perform in front of audiences – in class, visiting our partner schools and in front of the general public. Students will also create short films and will learn about the film making process by entering State and National Youth film making festivals.

Extension History

The Extension History course consists of three topics which include a range of options for study.

The topics include:

- **Topic 1:** History, Heritage and Archaeology
- **Topic 2:** Ancient, Medieval and Modern Societies
- **Topic 3:** Thematic Studies

Courses are structured in the following ways:

- **100 hours:** ONE option from each of Topics 1, 2 and 3 must be studied
- **200 hours:** ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics.

By the end of Stage 5, students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Food Technology

This course begins to develop knowledge and understanding of the place food plays in our life.

Topic One	Students will learn about food safety and handling practices as well as the nutritional components of food and the important role good nutrition habits play in our lives.
Topic Two	Students will look at the social elements of food and examine the increasing array of food products available in the marketplace as a result of innovations in the food industry. A range of practical food activities are incorporated into all areas of this course.
Topic Three	Examines how individuals, families, the food industry and the community caters for changes in food requirements and the way in which food is processed, prepared and presented to satisfy special needs. They investigate how food is prepared and presented around the world and look at the cultural significance of food.
Topic Four	Students examine the global influences on food production and distribution.
Topic Five	Students will examine the history of food in Australia. Beginning with traditional bush foods through the influence of early European settlers together with continuing immigration from a variety of cultures and examine the effects on our contemporary Australian eating patterns.
Topic 6	Study the factors that influence current Australian eating habits and investigate the means of improving our nutrition status. Food trends influence food selection, food service and food presentation.
Topic 7	Students will look at current food trends and issues in Australia. The nutritional components of these foods will be studied as well as changes that occur in the functional properties of food. Food is an important component of many special occasions.
Topic 8	Students will explore a range of special occasions including social, cultural, religious, historical and family as well as examine the elements of catering for a range of situations. Students will also study food service and catering ventures and their operations across a variety of settings.

All topics are interchangeable and are only a broad description of the course. All topics are presented through a design process format. Students will complete a range of Food related Design Projects across the course.

Students will engage regularly in planning, preparing and presenting safe and appealing food that reflects the development and sophistication of our eating habits.
MATERIALS/EQUIPMENT REQUIRED - Sturdy fully enclosed leather shoes and have long hair restrained**.** Students will be required to supplement some practical work with ingredients from home.
COST: $90.00 per year.

Industrial Technology - Metal

Students will be introduced to design skills, practical skills in the use of hand and power tools and technical knowledge throughout the creation of metal projects. WHS (Work, Health & Safety) will be emphasised throughout all stages of production. In this course students will learn to interpret working drawings and materials lists, construct, assemble and finish projects, demonstrate safe work practices, understand general technology, perform required skills and complete projects to an increasingly high standard. As students build their knowledge and confidence in the course they will have the opportunity to design and create a personal choice project which will be accompanied by a design portfolio.

Example projects include: Galvanised sheet toolbox, camp BBQ, camp shovel, centre punch, geometric stool, and rocket stove.

MATERIALS /EQUIPMENT REQUIRED: Students must have sturdy fully enclosed leather shoes and have long hair restrained. Students will also provide their own materials for the construction of their personal choice project. A project folder is required.
COST: $70.00 per year.

Industrial Technology - Timber

Students will develop skills through the construction of a range of timber projects. Including an introduction to woodturning, machining as well as hand and power tool use. Students will be able to interpret and complete working drawings with cutting lists, demonstrate safe work practices and gain an appreciation of quality workmanship by completing projects to an acceptable standard. WHS (Work, Health & Safety) will be emphasised throughout all stages of production.

Project examples include cutting boards, small boxes, tables and cabinets.

MATERIALS /EQUIPMENT REQUIRED: Students must have sturdy fully enclosed leather shoes and have long hair restrained.
Cost: $60.00 per year.

Music (Elective)

In the Music elective course, students are required to develop further knowledge, understanding and skills in listening, performing and composing in a range of musical contexts through the study of a compulsory topic and additional topics.

Students undertaking a 100-hour course in Music must study the compulsory topic, Australian Music and at least one topic from each of the groups of topics below.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music and at least two topics from each of the groups of topics below.

Group A

- Baroque music
- Classical music
- Nineteenth-century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Century
- Music of a culture
- Music for small ensemble (Group 1)
- Music for large ensemble (Group 2)

Group B

- Popular Music
- Jazz
- Music for radio, film, television and multimedia
- Theatre Music
- Music of a Culture (different to Group 1)
- Music for small ensemble (Group 2)
- Music for large ensemble (Group 2)
- Rock Music
- Music and Technology

Photography and Digital Media

Photography and Digital Media provides students with opportunities to investigate photographic and digital media in greater depth than through the Visual Arts elective course. Students will create photographic media including wet photography, camera based and non-camera based works and digital media in printed forms. They will work with manipulated images including collage, montage and image transfers and enhanced images derived from wet photography.

Students will develop knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames and to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

Photographic and Digital Media journal - Students are required to keep a journal in this course. The journal is well suited to photographic and digital works where documentation may require a structured sequence or record of development for the production of photographic and digital works. It can take various forms including a specialised box-file, notebook, demo reel, website, folder, album, CD-ROM, video, computer and digital files, slides, or a combination of these. It should be used as a teaching and learning tool and provides a link between teacher and student.
COST: $30.00 per year.

Physical Activity and Sports Studies

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

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

Enhancing Participation and Performance

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

Physical Activity and Sport in Society

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

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Visual Arts

In Visual Arts students explore a variety of drawing and painting mediums, including graphite, conte crayon, charcoal, ink, pastels, acrylics and watercolours. Students will also learn to organise and compose a painting and discover a variety of techniques for applying paint. Experimentation in a variety of mediums will be undertaken to create 2D artworks.

Students will develop an understanding of the concepts, styles and techniques of artworks working in relief and 3D. They will use the fundamental principles of design to construct, carve and model materials into 3D forms. Students will be introduced to a range of traditional and non-traditional materials used to create art.

Art history and critical studies exercises focusing on the conceptual framework and the frames, exploring a wide range of artists and artworks will also be undertaken.

The focus of this course is to create a body of work reflecting contemporary trends in art making. They will develop both individual and collaborative art pieces across the spectrum of art mediums.

Students will work in their Visual Arts Process Diary to undertake investigative exercises in a range of mediums using a variety of techniques. After completing these exercises students will engage in producing a body of work.

MATERIALS /EQUIPMENT REQUIRED: Students must have fully enclosed leather upper shoes.
COST: $50.00 per year.

Department Approved Electives for Stage 5

If a student chooses a NSW Department of Education approved elective course, students and parents/carers need to be aware and understand that the course will not be listed on the Record of School Achievement (RoSA).

Critical Thinking

This is a course for students who are interested in exploring their creative and critical thinking skills while developing a project of interest in a collaborative learning environment. Students are encouraged to find areas of interest or to extend upon their learning in a subject they already study. Students will plan, develop and create a project or projects with personal relevance and a real world setting.

This opportunity is offered to students who demonstrate a drive to learn and to be challenged.

You would demonstrate an enjoyment for learning and an interest in a range of issues and learning areas. You would also need to display a disposition to directing your own learning while developing time management skills and communication skills.

MATERIALS /EQUIPMENT REQUIRED: Students must have fully enclosed leather upper shoes.

International Studies

International Studies is designed for students to know, understand and appreciate the significance of culture; respect the culturally diverse world in which they live; value cultures from different perspectives; and develop skills to engage harmoniously in the interconnected world.
The course covers practical activities and enables young people to develop an understanding of their own culture and to research and experience other cultures different from their own. There is a wide variety of topics that can be of interest to the students within the class.

Topics include:
Exploring culture in relation to:

- Beliefs
- Gender
- Travel
- Family Life
- Film and Literature
- Sport and
- Food