A Guide to Stage 5 Courses 2022-2023

James Fallon High School

Information for current Year 8 Students and their Parents/Carers

Together we succeed

CONTENTS

INTRODUCTION:

This booklet has been prepared to assist current Year 8 students and their parents/carers in making choices regarding subjects to be studied in Year 9 in 2022 and Year 10 in 2023.

The first section of this booklet provides a general outline of the Compulsory Subjects which **all** Year 9 students will study.

The second section provides an outline ***of elective subjects from which students must study TWO (2).***

The Compulsory subjects are:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development/Health/Physical Education
- Guidance
- Careers

Each of these subjects is a two (2) year course of study leading to the award of the Record of School Achievement (ROSA) at the end of Year 10.

In addition to the compulsory subjects, students must study TWO (2) subjects from the elective choice list. Descriptions of these subjects are shown in the latter section of this booklet. These elective subjects carry right through Stage 5 (Year 9 and Year 10). Given that students need to take responsibility for their choices and remain in the courses they have selected for the full two years, it is **critical that students are thoughtful and responsible** about the way they go about choosing subjects.

CHOOSING SUBJECTS

When choosing subjects, the following points should be considered.

- Students usually do best in subjects in which they are **interested.**
- The elective subjects you choose now are ones you will study in Year 9 and Year 10 so it is really important you choose what you are interested in, not what your friends are doing!
- The subjects you choose in Year 9 will generally **not affect** your choice of subjects later in your school career, however some subjects may provide you with a basic understanding in your HSC.
- Every endeavour will be made to ensure that students get their first two (2) choices, but we ask that students indicate four (4) choices in order of preference to assist us in our organisation.
- Students may only choose a subject once.
- Parents/carers should be aware of the subject fees charged for materials in some subjects and ensure that the financial commitments required for the subjects chosen can be met.

CHANGING SUBJECTS

Changing subjects after classes have been formed in response to initial student choices is not always possible and is absolutely not recommended.

For this reason students and parents should consider carefully their choice of elective subjects.

PROCEDURE FOR NOMINATING SUBJECT CHOICES

- **Subject elective choices** will be made by students online. Students will be asked to nominate their first two preferences and then three reserve choices.

If parents or carers wish to discuss any of the information in this booklet, or any other matters relating to Stage 5 Elective Choices, please feel free to contact me at the school.

Jade Lieschke
Deputy Principal
Years 8 &10

COMPULSORY SUBJECTS

ENGLISH

In 2021 we begin to teach the Stage 5 NSW junior English syllabus to Year 9. The study of English is extremely important for every student's success in his/her chosen career. The English course in Year 9 prepares students for the increasing demands as they move into Stage 5 of their studies.

Students will be actively involved in language activities focusing upon everyday communication, personal expression, literature study and mass media experience. Year 9 English is a student-centred course where students are called upon to take an active role in their own learning through individual activities and co-operative group work projects.

The study of English will involve students in a wide variety of speaking activities, personal writing activities, film study, live theatre excursions and classroom assignments. An abundance of extension and enrichment activities are provided to students with a special interest in English, and there are specialist resources available to students with individual needs in English.

The aim of English is to enable students to strive towards personal excellence in using language. English is a subject at the centre of all career choices, and effective English skills will provide a sound foundation for Year 9 students who will acquire skills to equip them for life in the Information Age and the twenty-first century.

Mrs Ainsley Vigar & Ms Aimee Baldock
Acting Head Teachers English and History

COMPULSORY SUBJECTS

MATHEMATICS

Courses offered:

- Mathematics Stage 5.3
- Mathematics Stage 5.2
- Mathematics Stage 5.1

Note: This pattern of classes and courses assumes five classes and will vary in some years.

Mathematics Stage 5.1

A reasonably practical course that reinforces and develops the skills and knowledge from the Stage 4 (Years 7 & 8) Mathematics course, and gives students experience in the applications of mathematics to their lives. Basic areas of Number, Patterns and Algebra, Data and Measurement, Trigonometry and Geometry are covered.

Leads to either the Numeracy course or Mathematics Standard in Years 11 and 12.

Mathematics Stage 5.2

For students who require extensive experiences leading to their development of mathematics ideas, and those who are still developing a more abstract approach to mathematical thinking. This course covers all Stage 5.1 work and extends concepts in number from each set of skills.

Leads to Mathematics Standard in Years 11 and 12.

Mathematics Stage 5.3

Generally the most abstract of the three courses. Students who study this course will need to spend more time revisising content to consolidate their udersanding. Students will need to develop skills to the point of quickly solving more demanding mathematical concepts. While all Stage 5.1 and Stage 5.2 work is covered students move on to the more abstract concepts of Algebra, further Trigonometry, further Geometry and logical reasoning.

Leads to Mathematics Advanced and or Extension Courses - in Years 11 and 12.)

Mr Ken Elliott
Head Teacher Mathematics

COMPULSORY SUBJECTS

SCIENCE

The Science course offered in Year 9 at James Fallon High School gives students a chance to find out about the principles, laws and theories of the world around us by a process of investigation and problem solving. We stress that in our society, technology is developing at a rapid rate and young people need to be familiar with and competent in the use of modern technologies.

A mandatory part of the curriculum is the completion of an Individual Research Project.

The year 9 topics for next year are:

Skills
This unit focuses on science inquiry skills, providing students to develop and carry out open investigations. Students develop skills in technology, science understandings, questioning and predicting, planning and conducting, processing and analysing data, evaluating and communicating.

Chemical Reactions
This unit focuses on the concepts of chemistry; that matter is made up of atoms, types of chemical reactions and the formation of new substances. Students will look at the importance of scientific models and theories related to chemistry, and current advancements in technology that are linked to these discoveries.

Light, Sound, Action
In this unit students will study models that are applied by scientists to create understanding of phenomena. The particle and wave models will be studied and related to heat transfer, electricity, sound, electromagnetic waves and light. Students will build electric circuits and investigate current, voltage and resistance and can be extended by introducing Ohm's law. Students will split white light into the colour spectrum and describe the occurrence of reflection and refraction. The advantages and disadvantages of the different types of electromagnetic waves will be studied.

Ecosystems and Change
In this unit students will study how Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment

Big Systems
This unit encourages students to draw on their science knowledge from previous units, while taking a fresh look at planet Earth. Big Systems explores Earth as part of the universe, the biggest system we know, and investigates the complex systems Earth supports in its own right, from its atmosphere to below the surface crust. Climate science and plate tectonics are used as integrating themes to illustrate systems that operate, and have to be studied, on a big scale, including the need for multidisciplinary and large international research teams to work together in the human quest to understand our planet, its origin and its future.

Ms Heather Knight
Head Teacher Science

COMPULSORY SUBJECTS

HISTORY

Each Year 9 History class will study two units of work:

1. Making a Better World? *Movement of Peoples*
2. Australians at War *World Wars I and II*

Mrs Ainsley Vigar & Ms Aimee Baldock
Acting Head Teachers English and History

GEOGRAPHY

Students studying Year 9 Geography investigate environmental change and differences in human wellbeing and discuss strategies for addressing geographical challenges, taking into account environmental, economic, and social factors.

Students undertake geographical inquiry to build knowledge and develop an understanding of people, places, and environments through the collection, collation and analysis of primary data and secondary information.

Year 9 Geography students will participate in mandatory fieldwork that will assist in embedding their knowledge for the subject content and support their assessment task.

The two key focus areas will be taught in Year 9 Geography include:

1. **Changing Places**

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

2. **Sustainable Biomes**

   Students examine the physical characteristics and productivity of biomes, assessing the correlation between the world's climatic zones and spatial distributions of biomes. They analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. Examining population trends and projections from Australia and across the world.

Mr Richard Leahy
Head Teacher Social Sciences

COMPULSORY SUBJECTS

CAREERS

Careers is a compulsory subject for all Year 10 students. The subject is **not** taught in Year 9 although the Careers Adviser is available to these students too. Current Year 8 students will begin their formal Careers education in Year 10 in 2022 with timetabled classes.

Careers is a mandatory subject that involves planning for future pathways. The journey from school to work involves self-evaluation and examining skills for lifelong learning in the world of work. Resume writing, mock interviews, and work experience are fundamental parts of this program. The content of the course is related to the individual interests and aspirations of each student.

Mr Hamish Taylor
Careers Adviser

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION.

PDHPE is a mandatory course that is studied in each of Years 7-10.

Through PDHPE students develop knowledge, understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity, as well as developing student's capacity to enhance personal health and well-being. Students are provided with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others.

All students will study the following three content strands:

- Health, Wellbeing and Relationships – building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.
- Movement Skill and Performance – focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- Healthy, Safe and Active Lifestyles – focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course students will learn to apply key skills of communication, interaction, problem-solving, decision-making, planning and moving which will allow them to take charge of their own health and physical activity.

Ms Carissa Furze
Head Teacher PDHPE

ELECTIVE SUBJECTS

ABORIGINAL STUDIES

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the fundamental significance of land and spirituality, the importance of autonomy and self-determination, and contemporary issues affecting local Aboriginal communities and communities across Australia.

Students have opportunities to develop research and consultation skills to engage respectfully with Aboriginal communities, and become active and informed advocates for a just and inclusive world.

The Core Topics studied include:

- Aboriginal Identities
- Aboriginal Autonomy

Elective Topics that can be negotiated between teacher and student involve:

Aboriginal Enterprises and Organisations	Aboriginal Peoples and the Media
Aboriginal Visual Arts	Aboriginal Oral and Written Expression
Aboriginal Performing Arts	Aboriginal Film and Television
Aboriginal Technologies and the Environment	Aboriginal Peoples and Sport
Aboriginal Interaction with Legal and Political systems	

Mr Richard Leahy
Head Teacher Social Sciences

ELECTIVE SUBJECTS

AGRICULTURAL TECHNOLOGY

Contribution to cover the cost of materials - $20.00

The study of Agricultural Technology aims to develop students' learning through experiences in the management of plant and animal enterprises and the marketing of a range of products. Agriculture in years 9 & 10 is designed to increase student understanding and abilities in the use of technologies associated with agricultural enterprises. Skills that are developed include the ability to research, design, collect and organise information, work as a team, plan and organise activities, manage small enterprises, market products, solve problems, innovate, carry out scientific experimentation and communicate to a variety of audiences.

Participation in Agricultural Technology appeals to students through their attraction to care for plants and animals, which fosters responsibility in relationships and personal satisfaction from tangible outcomes and practical skills. Practical activities make up at least 50% of course time.

Topics studied in year 9 include Prime Lamb Production, Organic Gardening, Dairying, and Summer Cropping.

Ms Heather Knight
Head Teacher Science

ELECTIVE SUBJECTS

BIG HISTORY- The story of everything through Science.

What is BIG HISTORY?

Where did everything come from? How did we get to where we are now? Where do humans fit in? Where are things heading? These are questions that origin stories of different cultures have addressed for thousands of years. Big History attempts to answer them by examining the entire past of the Universe using the best available ideas from disciplines such as astronomy, chemistry, biology and history. Throughout the course, you'll explore different scales of time and space and view human history from new angles. You'll learn what we know and what we don't, consider our place in the Universe, and develop your own ideas for what the future may hold.

Areas of study

- The Big Bang
- The creation of stars
- New chemical elements and the death of stars
- The Earth and the Solar System
- The creation of life
- Collective Learning
- The development of agriculture
- Human expansion and interconnection
- The Modern Revolution
- The future and what it may hold

For more information, please access the following link:
http://www.bighistoryschool.org/core-200/

Ms Heather Knight
Head Teacher Science

ELECTIVE SUBJECTS

CHILD STUDIES

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence learning environments. It provides students with the opportunity to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Child Studies includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Students study the influences on a child's environment and learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Over Years 9 and 10, students will study from a selection of the following modules:

Preparing for parenthood	Family interactions	Growth and development
Conception to birth	Health and safety in childhood	Food and nutrition in childhood
Children and culture	Newborn care	Aboriginal cultures and childhood
Play and the developing child	The diverse needs of children	
Childcare services and career opportunities	Media and technology in childhood	

The knowledge, understanding, skills and values developed through this course provides a foundation for a wide range of study options in and beyond school that support young people in voluntary caring, supervision and child support roles, as well as formal work opportunities such as childcare and education.

Mrs Carissa Furze
Head Teacher – PDHPE
For more information, please access the following link:
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019

ELECTIVE SUBJECTS

COMMERCE

Commerce provides the knowledge, skills, understanding, and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for financial management.

Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way. Students who study Commerce learn about the attributes required to become an ethical and socially responsible citizen.

The major assessment task for Commerce students is designed around Project Based Learning, which allows students to gain knowledge and skills by working for an extended period of time on a Commerce-based topic of interest to them. Students self-manage their assessment, identifying skills, questions, and problem-solving strategies that they will apply when completing this task. Extensive class time is provided to support students through this process, with their teacher guiding them to investigate the topic that they have selected in a real world context.

Commerce provides students with an introduction to HSC subjects such as Economics, Business Studies and Legal Studies, with students who have completed Commerce historically achieving excellent results in their HSC.

The Core Topics studied include:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Elective Topics that can be negotiated between teacher and student involve:

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

Mr Richard Leahy
Head Teacher Social Sciences

ELECTIVE SUBJECTS

DANCE

Contribution to cover the costs of the course - $10.00

Dance in Year 9 emphasises more sophisticated learning in relation to the historical study of Dance, the physiology of the human body, individual and group performance and styles. The related arts of music, visual arts and drama support many of the styles of dance studied and are given greater consideration in this syllabus. Students work at expressing themselves musically and artistically in performance in this course.

The syllabus is divided into three major areas: Performance, Composition and Appreciation.

The aim of the Dance syllabus is to develop the students' ability to:

- express themselves through dance;
- compose, perform and choreograph in dance;
- develop skills and techniques of dance with an understanding of anatomy, physiology and kinesiology;
- appreciate dance as a performing art;
- understand and accept a variety of dance styles;
- obtain knowledge of dance in an historical context;
- promote an understanding of themselves and others by providing opportunities for them to work in cooperative circumstances.

Students who elect to study Dance must be willing to perform both individually and within the group. While it is not compulsory to have studied Dance in year 8 or outside the school environment, it is recommended if students are to be sufficiently motivated to succeed in this course.

Ms Katrina Joss
Head Teacher Creative and Performing Arts

ELECTIVE SUBJECTS

DRAMA

Contribution to cover the cost of participating in some external activities - $20.00

Drama is a course for students with a special interest in making, performing and enjoying theatre – both on and off the stage.

Drama from Years 8 – 10 is organised under the practices of:

Making
Performing
Appreciating

In Year 9 specifically, students are involved in units on: Improvisation, Scriptwriting, Playbuilding, Monologues, Melodrama, and a full-class production.

These are studied in the context of the essential components of the course which are:

Improvisation, Playbuilding and the study of theatrical styles and forms.

Drama is a subject that opens young people up to the world and invites them to explore that world through play. Through this course, students will develop not only their self-confidence but also a deeper, more profound understanding of others. All students will perform to a range of audiences during the year. The School Musical occurs every two years and Drama students are encouraged to audition. Students are required to participate willingly and need to work collaboratively with their peers.

The cost involved in this subject ensures that each student has access to either a live show or workshop during the year. Students are offered live shows either at Hothouse Theatre, at other schools or touring theatre companies such as Bell Shakespeare.

Students may continue to study Drama for the Higher School Certificate. Further training is available locally at La Trobe University, Wodonga and Charles Sturt University, Wagga - but the skills students learn in Drama are not only relevant to the entertainment industry. The skills students learn in Drama will not only help them in any given career – but will also help them develop into more confident and empathetic young adults.

Ms Katrina Joss
Head Teacher Creative and Performing Arts

ELECTIVE SUBJECTS

FOOD TECHNOLOGY

Contribution to cover the cost of materials - $60.00

Food Technology provides students with a broad knowledge and understanding of food properties, processing and preparation, nutritional considerations and consumption patterns. The importance of hygiene and safe working practices are highlighted.
Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.
Students will engage a variety of ICT's (Information and Communication Technologies) through activities such as researching, evaluating and communicating issues and ideas related to food.

Core

- Food preparation and processing
- Nutrition and consumption

and

Practical Experiences – the development of food preparation skills.

Course requirements also include a full, white apron and covered leather shoes for practical work. Safety and hygienic work practices are emphasised.

Mr Rick Duffy
Head Teacher TAS

GRAPHICS TECHNOLOGY

Contribution to cover cost of materials - $20.00

In Year 9, students will undertake a set course in the basic skills of orthogonal, pictorial and freehand drawings. They will learn about correct dimensioning techniques, and also a variety of rendering techniques using pastels, pencils and markers. An introduction to CAD (Computer Aided Drafting) program will also be taught.

In Year 10, students will be doing tasks in the fields of Architectural Engineering and Cabinet and Furniture Drawing during the first two terms.

In Term 3, provided they have completed the set tasks, a free choice of a drawing project in one of the following fields will be offered: Architectural Drawing, Cabinet & Furniture Drawing, Mechanical Engineering Drawing, Graphic Design and Product Drawing. These projects will consist predominantly of CAD drawings.

Mr Rick Duffy
Head Teacher TAS

ELECTIVE SUBJECTS

HISTORY EXTENSION

This course allows students to explore topics and skills in History in more depth. Students will have the opportunity to learn more about their favourite topics through a variety of fun and interesting activities. Topics that may be studied could include:

- The gods and myths of Ancient Greece
- The mysteries of the pyramids of Ancient Egypt
- The Dreamtime and the importance of ancient Aboriginal people
- Life as a gladiator of Ancient Rome
- Living in a castle in the Middle Ages
- Bushrangers – villains or heroes?
- Development of weapons and soldiers through history
- The gory crimes and punishments in the past
- Sports and sports stars from the past
- Learning about the past from movies (and looking for historical mistakes!)
- Growing up and being a student in the past
- Family history and family trees
- Games and toys that children used to play with
- Unsolved mysteries from the past
- And the list goes on!...

Students actively explore the fascinating world of digging up the past, take part in excursion events to special history sites, discover the past through the internet, and create movies and special projects to showcase their skills.

This extension elective is additional to the core History course.

Mrs Ainsley Vigar & Ms Aimee Baldock
Acting Head Teachers English and History

ELECTIVE SUBJECTS

INDUSTRIAL TECHNOLOGY - METAL

Contribution to cover the cost of materials - $40.00

This course is designed to increase the practical skills and theoretical knowledge in Metalwork. During Year 9 students will undertake set projects along with associated and applied theory. When a student submits a completed practical project for marking, the following items must be included.

1. A practical project.
2. A folio containing:-
    a) a sketch of the project.
    b) steps in construction of the project.
    c) a materials list.

In Year 10, students will have to design and manufacture a practical project of their own choice. Before commencing this practical project, an assignment that includes (a) a sketch of the project, (b) a materials list and (c) the steps in how the student intends to make the project, must be submitted for approval. Materials for this major practical project are to be purchased and supplied by the student.
Course requirements include covered leather shoes that MUST be worn for practical work.

Mr Rick Duffy
Head Teacher TAS

INDUSTRIAL TECHNOLOGY - TIMBER

Contribution to cover the cost of materials - $40.00

This course is designed to increase the practical skills and theoretical knowledge in Woodwork. During Year 9, students will undertake set projects along with associated and applied theory. When a student submits a completed practical project for marking, the following items must be included.

1. A practical project.
2. A folio containing:-
    a) a sketch of the project.
    b) steps in construction of the project.
    c) materials list.

In Year 10, students will have to design and manufacture a practical project of their own choice. Before commencing this practical project, an assignment that includes (a) a sketch of the project (b) a materials list and (c) the steps in how the student intends to make the project, must be submitted for approval. Materials for this major project are to be purchased and supplied by the student.
Course requirements also include covered leather shoes that MUST be worn for practical work.

Mr Rick Duffy
Head Teacher TAS

ELECTIVE SUBJECTS

INFORMATION AND SOFTWARE TECHNOLOGY

Contribution to cover the cost of materials - $20.00

This is a project based subject that covers the requirements of the new 9 – 10 NSW Information and Software Technology syllabus. Students will be encouraged to analyse, design, develop, test, document, implement and evaluate their work in solving problems and developing skills individually and in group situations. A broad range of student abilities and learning styles are catered for. No previous computing knowledge is required.

The subject includes core topics integrated into the 8 option topics: artificial intelligence, simulation and modelling; authoring and multimedia; database design; digital media; the internet and website development; networking systems; robotics and automated systems; software development and programming.

Students are able to become competent users of a range of hardware devices when solving problems, and to understand the ethical implications involved, including the impact of technology on the individual, the workplace and society.

Mr Rick Duffy
Head Teacher TAS

iSTEM

Contribution to cover the cost of materials - $40.00

iSTEM stands for ”integrated Science, Technology, Engineering and Maths”.

This course is designed for students who have an aptitude for Science, Maths and Technology-based study and want to develop their skills in tackling engineering or technology-based problems.

The students will combine ideas from Science, Technology and Maths to design, construct and test models to analyse their designs. Much of the course will involve cross-curricula project-based or inquiry-based learning.

The course modules will involve Engineering Fundamentals, CAD drawing, Aerodynamics, Motion and Mechatronics (robots).

Students in this class will also have the opportunity to participate in a number of competitions including the Robo-Cup and University of Wollongong STEM challenges.

Ms Heather Knight
Head Teacher Science

ELECTIVE SUBJECTS

INTERNATIONAL STUDIES

International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world.

Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.

The Core Topics studied include:

- Understanding culture and diversity in today's world

Elective topics that can be negotiated between teacher and student involve:

- Culture and Beliefs
- Culture and Gender
- Culture and the Media
- Culture on the move
- Culture and Travel
- Culture and the Performing Arts
- Culture in Art and Architecture
- Culture in Film and Literature
- Culture and Sport
- Culture and Family Life
- Culture and Food
- Culture, Science, Technology and Change

Mr Richard Leahy

Head Teacher Social Sciences

ELECTIVE SUBJECTS

MUSIC

The Music course provides students with the opportunity to pursue and develop their interest in skills in Music. Students will be actively involved in making music rather than merely studying it. Musical concepts, knowledge and skills will be developed as a response to the need which students meet as they work with music rather than as isolated topics.

The three strands of the course are:

1. Creative Expression
2. Performance
3. Listening

These all combine to enhance the students' awareness and understanding of music and thus develop each student's music making skills. Students will have access to a variety of instruments and **do not** have to possess an instrument or any specific musical skills to undertake the Music Elective course - just be interested and willing to learn.

Ms Katrina Joss
Head Teacher Creative and Performing Arts

PHOTOGRAPHIC & DIGITAL MEDIA

Contribution required to cover the cost of materials - $25.00

James Fallon High School is uniquely placed to offer the Photographic and Digital Media syllabus to Year 9 students. It is explored as a practice that uses photographic and digital technologies as tools for the creation of traditional and contemporary imagery in;

- camera to darkroom based technology.
- digital photography to computer manipulation.
- digital video to computer editing.

This course provides students with the opportunity to investigate concepts such as the technological and creative development of photographic and digital works, the role of the photographer and digital image maker, the use of photographic, digital and video forms in society, and the intended audiences for these forms. Reality, illusion and simulation by photographic and digital media are explored and emergent and future technological developments are investigated.

The syllabus empowers students to engage in contemporary forms of communication and encourages the creative and confident use of technology and the emerging use of Information and Communication Technologies.

Ms Katrina Joss
Head Teacher – Creative and Performing Arts

ELECTIVE SUBJECTS

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

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. It encompasses a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course is a combination of theory and practical lessons and provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

Physical Activity and Sports Studies involves the involvement in both theory and practical components, linked to the modules outlined below:

Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
Body Systems and energy for physical activity	Australia's Sporting Identity	Promoting active lifestyles
Physical Activity for Health	Lifestyle, leisure and recreation	Coaching
Fundamentals of movement skill development	Physical Activity and Sport for Specific Groups	Enhancing Performance – strategies and techniques
Participating with Safety	Opportunities and Pathways in Physical Activity and Sport	Technology, participation and performance
Nutrition and physical activity	Issues in Physical Activity and Sport	Event management
Physical Fitness		

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Note: although Physical Activity and Sports Studies does not attract a course fee, there will be opportunities that involve the use of community facilities that will incur a cost for bus travel and entry/equipment fee.

Mrs Carissa Furze
Head Teacher – PDHPE

For more information, please access the following link:
https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019

ELECTIVE SUBJECTS

VISUAL ARTS

Contribution to cover the cost of materials - $20.00

Visual Arts seeks to encourage students to further develop skills developed in the earlier years and, if new to the subject, to develop skills in areas specific to their interests. If students have not done Visual Arts since Year Seven there is no reason that they cannot elect to do the course in Year Nine. Visual Arts in Stage 5 (Years 9 and 10) is centred on student-initiated learning. Students will be expected to take more responsibility for pursuing areas of skill development in the following areas.

There is an increased emphasis upon the practical nature of art study as it applies to historical and present day modes of expression.
Students can elect to pursue one or more of the following practical options.

- Drawing *Photography *Animation
- Ceramics (all forms from hand building to wheel work)
- Painting (all forms from the traditional to airbrush methods)
- Sculpture (all forms from paper to metal)
- Graphics (all forms from printmaking to computer imaging)

Ms Katrina Joss
Head Teacher - Creative and Performing Arts

ELECTIVE SUBJECTS

VISUAL DESIGN (CERAMICS)

Contribution to cover the cost of materials - $20.00

Ceramics has been a growth area within the CAPA faculty over the past 2 years with the introduction of the Year 8 “Classic Ceramics” as a passion project. Year 9 Visual Design (Ceramics) will allow students to continue to pursue their interest in this artform and study specialised skills in–depth.

Similar to Visual Arts, learning in Visual Design (Ceramics), would be structured around projects using design processes and supported by the Historical and Critical study of existing contemporary and historic artists and artworks. Ceramics via the Visual Design syllabus allows for a focus on design principles – form and function – to design and create objects that are useful and/or decorative.

Areas of study would include:

- Slab Construction
- Coil Construction
- Wheel Throwing / Hand Throwing
- Slip Casting
- Decorative design

This specialty focus would provide students with a strong knowledge base that can support further studies in Stage 6 Visual Arts. It can help future HSC Visual Arts students by equipping them with advanced artmaking skills in this specialist area.

Ms Katrina Joss
Head Teacher – Creative and Performing Arts

ELECTIVE SUBJECTS

WORK EDUCATION

Work education in Year 9 offers students the opportunity to explore the world of work and to develop skills that prepare them for entry into the workforce as responsible participants in their community.

They will learn the importance of lifelong learning and its role in planning future pathways. Local community and work-based learning opportunities are promoted through the course, which will facilitate the movement of students from the school environment to the world of work. Students will have the opportunity to visit workplaces to see how they will operate, speak with employer groups and/or professionals, create a portfolio of their employment skills, participate in Work Experience, and apply theoretical knowledge to practical situations.

The course will allow students to develop their ICT skills to research information about careers, career pathways, and training requirements; they will develop word processing skills to evaluate, track, and map their employment skills; and they will also develop skills in the use of emails, multimedia, spreadsheets, and databases.

Some of the core topics studies are:

- What is Work?
- Workplace Safety
- Workplace Rights and Responsibilities

There are various optional topics that will be negotiated with students such as:

Using Technology in the Workplace
Learning about the Workplace
Contemporary Workplace Issues
Learning in the Workplace

Mr Richard Leahy
Head Teacher Social Sciences

Big Picture
EDUCATION AUSTRALIA

ACADEMY OF INQUIRY: BIG PICTURE IN YEAR 8

What is Big Picture Learning?

Big Picture learning is based on the principles of Big Picture Education International, of which Big Picture Education Australia is a part. There are 300 Big Picture schools and academies across the world, and 50 in Australia.

At the heart of the design is a departure from traditional 'appointment learning' where everyone learns the same things according to a fixed timetable inside the four walls of a school.

The principles of Big Picture Education are as follows:

· Focusing on the learner and their interests

· Exploring how the curriculum might be personalised to engage young people

· Applied learning in the community outside the school gates

· Teaching real world skills

· Assessing students in a range of ways, not limited to numerical results

The structure of the learning involves an Advisory, a small group of learners, facilitated by an Advisor, who guides the learning, rather than directs it. Each student has a learning plan, which is discussed at the commencement of each term in collaboration with their advisor, their families, and any mentors in the community. The student's plan has some requirements in terms of skills, including empirical reasoning (research), quantitative reasoning (numeracy), social reasoning and literacy. At the centre of their plan is a personal interest project, where the student studies deeply an area of passion and interest. Each term the student exhibits their learning before a panel, describing their personal interest project and any other learning they have engaged in throughout the term.

An important part of a Big Picture student's learning includes Learning Through Internship (LTI). Up to two days a week can be spent learning in the community, in an area of interest, with a mentor. This is designed to foster broad learning, linking school to the workplace.

Student Tasks and Expectations in Big Picture involve:

- Select a project based on their learning interests

- Follow the learning cycle process

- Exhibit their learning to their parents, selected peers and advisory teacher

- Complete reflection tasks such as student narratives and journal entries

If this is an option you wish to consider, please contact Mr. Tony Wilson