Be Respectful
Be Responsible
Be Cooperative

PALMA NON SINE PULVERE

No Reward Without Effort

Year 8 Curriculum Booklet

2024

Effective: *Term 4, 2023*
Review Date: *Term 3, 2024*

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Year 8 Electives for 2024

Introduction

Dear Parent/Carer,

This year has gone quickly, and it is now time to look at what Year 8 offers your child/ward.

This booklet has been compiled to explain what happens in Year 8 and what educational opportunities Broken Hill High School offers your child/ward. The front section of this booklet outlines the compulsory subjects and their content. The second section is an explanation of elective choices.

In Year 7, all students studied the same subjects, and they were offered a taste of all High School could offer. However, in Year 8 students have the opportunity to select some of their subjects themselves according to their interests whilst still completing a compulsory core. Students will study two electives, four periods per fortnight, for the year.

If you require any assistance, please contact the school on 08 8088 1522.

Deputy Principal
Mr Adam Rhodes

Principal
Mr Ross Mackay

Vision

A caring inclusive school where students are supported to reach their potential in a changing world.

Year 8 Curriculum Organisation

Subject	No. Periods per cycle	Status
English	8	Compulsory
Human Society and Its Environment	6	Compulsory
Mathematics	8	Compulsory
PD/Health/PE	4	Compulsory
Science	8	Compulsory
Sport	4	Compulsory
Mandatory Art	6	Compulsory
Mandatory Technology	6	Compulsory
Elective	8	Choose four of the elective courses outlined in this booklet (2 reserves). You will complete two electives over the year, four periods each per fortnight.
TOTAL	**58**	

In 2024, Year 8 will study **two** electives for the year, for four periods per fortnight.

The electives will be determined by the student's choices.

What to consider when choosing your electives?

Now you have nearly finished Year 7 you know what high school is about. You also know what subjects you like or dislike. Year 8 is a chance to pick two subjects you like or are interested in.

There are a couple of things you should consider when you are making your choice:

- It is best not to pick a subject just because your friends pick it. You need to select something that **you** are interested in.
- Teachers change every year so do not choose a subject because a particular teacher takes it this year.
- The subjects you select in Year 8 are only for Year 8 and you select again in Year 9.
- Read the subject outlines carefully to see if the content interests you.

How many electives can I choose?

You have to choose four electives, of which two will be your reserve. Put your choices in order of preference because the first choice per line should be the one you would like to study the most.

Will I always get my selection?

Every effort is made to allow students to study the electives they choose. However, sometimes not enough students select the course and a class cannot be formed. In that case the second or third choice is selected for the student. If there is a problem, then the students are consulted.

How do I make my choices?

1. Open NSW Student Portal website - https://education.nsw.gov.au/
2. Login using the same details you use when logging into the computers at school.
3. Open your email.
4. Open email from Broken Hill High School.
5. Follow steps in email.

Mandatory

Subjects

English

Course Description

English in Years K-10 enables students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

What will students learn about?

Students will learn:

- the importance of the English language as a key to learning
- the power of language to explore and express views of themselves as well as the social, cultural, ethical, moral, spiritual and aesthetic dimensions of human experiences
- the power of effective communication using the language modes of speaking, listening, reading, writing, viewing and representing.

The study of novels, films, mass media, drama and poetry gives students experience of Australian literature, insights into Aboriginal culture, multiculturalism, Asian literature and literature from other countries and times.

What will students learn to do?

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world through texts
- learn and reflect on their learning through their study of English.

Course Requirements

As the focus of learning in each Stage, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least one Shakespeare play in Stage 5)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences[1]
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

History and Geography

All students must complete 100 hours of Geography and History over Years 7 and 8. In order to do this, the HSIE Faculty plans for a semester of studying Geography and a semester of studying History. That is, for the first half of the year students study History and for the second half they study Geography.

Course Content

History

In Year 8 students will study:

- Overview – The Ancient to the Modern World.
- Depth Study – Medieval Europe.
- Depth Study – Expanding Contact: Aboriginal and Indigenous Peoples, Colonisation and Contact.
- Depth Study – Japan under the Shoguns.

Geography

In Year 8 students will learn about the following concepts from **two** topics:

Landscapes and Landforms:

- The diversity of landscapes and landforms
- Environmental and human processes that help form landscapes and landforms
- Sustainability of landscapes and landforms

Interconnections:

- The connection between places and people
- The consequences of a globally connected world
- Factors to consider for the future of places and environments

Assessment

This will be undertaken in a variety of ways. Tasks will include a research assignment, in-class written work and an examination. All tasks will be marked according to outcomes.

Requirements

- 1 x 128-page exercise book for History.
- 1 x 128-page exercise book for Geography.
- Coloured pencils.
- Glue.
- Ruler.
- Lead pencil.

Mathematics

To develop in students:

- confidence and enjoyment in doing Mathematical activity
- knowledge, skills and understanding in certain specified areas
- awareness of the place of Mathematics in solving problems of everyday life and in contributing to the development of our society.

Course Content

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Working Mathematically

Assessment

Students will be assessed regularly in Mathematics. In addition to the Half-Yearly and Yearly exam, each class will complete one additional assessment task each term. The assessment tasks will be slightly varied depending on which class students are in. All formal assessment tasks will be used to calculate the grades for the Semester 1 and Semester 2 reports.

Requirements

- 1 x 320-page A4 exercise book.
- Mathematical instruments (ruler, protractor, compass).
- **1 x scientific calculator.** *It is expected that students own a scientific calculator by now. If students still require a calculator, they can be purchased through the Front Office. If you are purchasing a calculator from outside the school, please check with the mathematics faculty to ensure it is permissible at school and in the HSC.*

Personal Development, Health and Physical Education (PD/H/PE)

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus 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. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Course Content

The following units of work are examples of what will be studied in Stage 4 (Year 8) 2024.

Theory

- Relationships.
- Drug Education.
- Diversity.
- Nutrition.

Practical

- Net/Court Games e.g. Netball, Basketball, Handball, Volleyball.
- Individual Pursuits e.g. Athletics, Dance, Fitness, Yoga.
- Indigenous & International games e.g. Edor, Lacrosse, Grid-iron, European Handball.
- Target and Striking Games e.g. AFL, Cricket, Soccer, T.ball.

Assessments

- Practical tasks.
- Theory tasks e.g. Examinations and Project Based Learning.

Requirements

- **Theory lessons** – pens and highlighter.
- **Practical lessons** – School sport polo shirt, black sport shorts and appropriate footwear. A black tracksuit is not compulsory but advisable in the winter months.

Science

The aim of the Science Stages 4 and 5 syllabus is to provide learning experiences through which students will:

- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience
- develop an appreciation of science as a human activity and apply their understanding to their everyday life
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

Course Content

This course is based on students acquiring a body of facts and theories to help explain their surroundings and the universe in general as well as a set of processes that can be used to systematically acquire, interpret and use information.

The Year 8 Program contains units of work on:

The Chemical World	1. Elements Compounds Mixtures
	2. Chemical Change
The Living World	1. Body Systems
	2. Scientific Discoveries
The Physical World	1. Applications of Energy
	2. Forces and Motions
The Earth and Space	1. Rocks and Minerals
	2. Earths' Resources.

Assessment

This will be based on common assessment tasks, class tests, practical work, homework, assignments and class work.

Note: A Mandatory Student Practical Project constitutes 20% of the common Assessment.

Requirements

- 1 x 240-page exercise book (covered with plastic/contact and with name and class).
- Red pen, blue pen, pencil and ruler.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Key Learning Area: **Personal Development Health and Physical Education**

Sport

Broken Hill High School runs integrated sport. This means that students have a double period per fortnight on their timetable.

The school offers a range of on-site and off-site sports to cater for a variety of individual needs and interests for example AFL, Aquatics, Basketball, Gymnastics, Netball, Volleyball and mixed sports at the YMCA.

At the beginning of the year, students will receive a general permission note to allow them to participate in sport outside the school grounds for the full school year. If a student does not have this note signed by a parent/carer they will not be able to leave the school grounds. Students will also be given a specific information sheet prior to participating in each sport with the specific requirements for that sport for example Aquatics.

Each sport and transport are paid by the school to allow free sport options for all students.

All students must act within the school's Core Values of Respect, Responsibility and Cooperation. This includes:

- Returning permission notes.
- Attending on a regular basis.
- Moving to and from venues in a safe manner.
- Following teacher/instructor instructions.
- Being courteous to members of the public.
- Working cooperatively with peers.
- Applying themselves with diligence in physical activities.

DET Policy – NSW Department of Education Sport and Physical Activity policy states students in Years K-10 participate in a minimum of 150 minutes of planned moderate activity with some vigorous physical activity across the school week. This time includes planned weekly sport. Schools are also encouraged to provide Years 11 and 12 students weekly access to a minimum of 150 minutes of moderate activity with some vigorous physical activity and sport.

Visual Arts (Mandatory)

Visual Arts is a hands-on, practical experimental learning process. Students are encouraged to experiment with new art materials and approaches in a purposeful way, whilst reflecting on broad concepts and ideas. At this level, the course is very well scaffolded to provide focus and direction, whilst leaving room for the development of a personal response and aesthetic. Evidence of learning is gathered in areas of mastery of technical skill, evaluation of processes and intentions as well as the student's ability to reflect on and talk about their artistic choices and intentions.

Students will also focus on discussing the artistic intentions and processes of other artists. They will learn about the artmaking practice of a variety of artists past and present and are introduced to a variety of genres of art. They will be introduced to new terminology and contextual references to assist in understanding and deconstructing artworks to academically write about art.

Engaging in the creative processes of Visual Arts, students will develop critical analysis, visual and digital literacy skills relevant to developing new ways of seeing and producing ideas whilst learning to adapt to changing situations, thus learning to apply their imagination to solve complex visual problems.

Course Content

Visual Arts is creatively scaled towards success. It cognitively promotes and develops divergent thinking which is a highly sort after skill in the current and future work force.

The units of work involve students creating artworks and statements as a direct response to their experience of the world.

Units may include these practical areas: drawing, painting, design, printmaking, ceramics, sculpture and digital art.

Students are required to keep a Visual Arts process diary.

Assessment

Each unit of work is graded by the teacher in relation to the course outcomes.

Requirements

- 2B pencils.
- Sharpener.
- Eraser.
- Visual Arts Process Diary: A Visual Arts Process Diary will be kept as an ongoing record of student's progress.

Technology (Mandatory)

The Technology (Mandatory) course must be studied for at least 200 hours, typically in Years 7 and 8. Technology (Mandatory) is the foundation course for a range of elective courses in the technology learning area.

Course Description

Technology (Mandatory) develops in students an understanding of design and design processes and the technologies that can be employed to produce creative and innovative solutions to identified needs. It enables students to select and use materials, tools and techniques in a responsible and safe manner.

What will students learn about?

All students will learn about the processes of designing through the development of design projects in the areas of:

- built environments
- products
- information and communications.

They will learn about the properties and applications of a range of materials and the tools and equipment that are used to shape, form and join these materials. Students will gain an understanding of the factors that influence design including function and aesthetics. They will study the work of designers and the impact of technological advancement on society and the environment.

What will students learn to do?

Students will learn to identify and respond to needs through the development of quality design projects. They will learn to access and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others.

Students will learn to undertake research and experiments to form the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

Requirements

- A4 display folder.
- Lined paper.
- Shoes with a solid leather upper.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Elective

Subjects

Dance

This course is designed to introduce Year 8 students to the subject of Dance as well as a range and balance of learning activities and skills. The course objectives are designed to cater for a variety of interests and levels of experience from beginner to experienced dancers. Dance promotes self-confidence and self-expression which allows students to use their creativity to express themselves through movement

Students explore dance as an art form through choreography, performance and appreciation. They explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dances.

Students will endeavour to build an awareness of the body and develop performance skills including confidence, accuracy and clarity of movement. They will also evaluate the choreographic intent and expressive skills in dances they study and perform.

Course Objectives

Knowledge, understanding and skills
Students will develop knowledge, understanding and skills about dance as an art form through engagement in:

- dance technique, dance performance and the elements of dance as a means of communication in **dance performance**
- the elements of dance and the principles, processes and structures of **dance composition** to create, express and communicate meaning
- the description, analysis, interpretation and evaluation of dance through the elements of dance as an expression of ideas and feelings within a social, cultural and/or historical context in **dance appreciation**
- the communication and presentation of ideas and experiences through dance and the link to artistic traditions and cultural meaning.

Values and Attitudes
Students will value and appreciate their engagement in the study of **dance as an art form.**

Assessment

Students will be assessed in the following areas: Performance and Appreciation. Students will be assessed on self and group devised choreography which they perform and will develop skills in written justification of the elements of dance and choices made. They will also evaluate the elements and choreographer's intention of particular dances.

Elective Visual Arts

Visual Arts is the process of making and interpreting artworks and images. This course enables students to learn to communicate visually through the making of artworks. Students will further develop skills in visual and written forms to communicate ideas about images and objects through the study of related artists and their work.

Students are encouraged to explore their own personal vision, insight and creativity through an imaginative and exploratory approach to learning about themselves and their environment through artmaking. These processes and experiences are recorded in each student's Visual Arts Process Diary (VAPD). The VAPD is an important tool, students record the developments of their ideas, experiments and understanding.

Throughout the year students will create images and objects and further build on their mandatory skills to critically and historically analyse images which interrelate and complement each other. Creative learning experiences encourage creative thinking and stimulate students' imagination and expression.

Course Content

Visual Arts has three main areas of study:

- ***Artmaking*** – this is the main emphasis of this course and includes media studies (different forms) and responses to frames and frameworks.
- ***Critical Study***– students interpret and evaluate works (orally and written) using the frames and frameworks.
- ***Historical Study***– explore and explain the historical significance of particular artworks over time.

Artmaking and Critical and Historical Study are made and viewed through:

- The Frames – Subjective, Structural, Cultural, Post Modern
- The Conceptual Framework – Artist, Artwork, World, Audience.

Assessment

Assessment will be based on student's progress in relation to prescribed course outcomes that are representative of the topics of study throughout each semester.

Requirements

- 2B pencils.
- Sharpener.
- Eraser.
- Visual Arts Process Diary: A Visual Arts Process Diary will be kept as an ongoing record of student's progress.

Key Learning Area: **Creative and Performing Arts**

Music

Music has the means to prepare students for a future of unimagined possibilities. Students will develop transferable 21st Century skills with real world industry equipment and will engage in flexible and creative thinking processes. Literacy and Numeracy in Music is an essential skill for musicians and prepares students to engage in a multimodal world of digital technologies.

Music provides students with opportunities to develop their intellect and personal growth and contribute to the school culture and to their community. Students develop the capacity for working independently and collaboratively, reflecting in authentic practices of music performers, composers and audiences. Studying music provides students with the basis for rich, lifelong learning.

Content

The focus in Elective Music is on the development of students' musical skills and understanding through creating, rehearsing and performing in a range of styles, solo, and collaboratively working with their peers. Theoretically students will develop knowledge and understanding relevant to practical music making and explore social and historical contexts of selected musical genres. Students will be introduced to Industry standard software to record, compose, manipulate and digitally create audio effects.

Assessment will focus mostly on practical work, but some written tasks will also be assessed.

Assessment

Assessment is based equally in the areas of Performance, Composition and Listening to assess student progress in relation to prescribed course outcomes. Strategies will include topic assessment, performance assessment and continuous assessment throughout the year.

Key Learning Area: **Human Society and Its Environment**

Commerce

Commerce is about everyday living. You may get to buy that perfect car, plan a world trip, be the manager of a business, find out what happens to you if you get arrested, buy and sell shares on the stock market or become a candidate in an election. Some of these things all of us will do, some of them we hope, will never happen to us but the study of Commerce will help you to prepare for the rest of your life.

The course is studied through skills development in areas such as research, role-plays, simulation activities, excursions and Information and Communication Technology (ICT's).

Content

Students will study two of the following topics:

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

Students can study any of the following:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence.

Assessment

This will be undertaken in a variety of ways. Tasks could include a research, reports, multimedia presentations and pamphlet creation.

Requirements

- 1 x 196-page exercise book.
- 1 x USB.

Elective History

Elective History gives students the opportunity to study aspects of History in a different way. See how people were punished in ancient times, study weaponry of past cultures, do a virtual tour of some of the world's most famous historic buildings, see how you would have liked school in Ancient Rome or Greece, undertake a study of how clothing has changed over the centuries or play some of the sports and games from early times. These are all options in the study of elective History.

Content

The areas of study are:

- History Heritage and Archaeology.
    - **Options include:** Family History, Film as History, Historical Reconstructions, Local History and many more!

- Medieval and Early Modern Societies.
    - **Options include:** Africa, Europe, The Americas, The Middle East, Asia the Pacific, and Australia.

- Thematic Studies (which can include):
    - Children in history
    - Crime and punishment
    - Sport and recreation in history
    - War and peace
    - Slavery
    - World's myths and legends.

Assessment

This will be undertaken in a variety of ways. Tasks will draw on content and skills covered in class and will be marked according to outcomes.

Requirements

- 1 x 240-page exercise book.
- Standard writing equipment.
- 1 x ruler.

International Studies

About the course

International Studies is a NSW board endorsed elective course that aims for students to know and understand the significance of culture in their own lives, appreciate the culturally diverse yet interconnected world in which they live, and to develop skills and values to view cultures, including their own, from different perspectives.

International Studies allows students to explore the food, traditions, clothing, businesses, laws, sport and heritage of countries within Australia and around the world. The aim of the course is to provide all students with the opportunity to widen their knowledge and understanding of people from cultures different to their own so they can become active and productive members of all the communities they belong to now and in the future.

Topics studied will include:

Core study

- Understanding culture and diversity in today's world.

Options

- Culture and Beliefs
- Culture and the Media
- Culture and Travel
- Culture and Sport
- Culture and Food
- Culture in Film and Literature.

Assessment

Assessment activities will range from multimedia presentations, poster presentations, film analysis, and research reports.

Requirements

- 1 x 240-page exercise book.
- Standard writing equipment.
- 1 x USB.

French

Bonjour! In Year 8, students can choose to study French helping them become more engaged in the broader world around them along with speaking another language – helping further develop the brain.

Content

Students will build on the basic skills acquired in Year 7 to broaden their knowledge of the French language and different Francophone cultures.

Students will develop a variety of skills through engagement in:

- Communicating in another language: Key to learning French are the conversations both informal and formal that will be held in class. Students this year will learn how to respond to simple questions, listen to French sentences and hear key information and speak about a variety of topics such as likes and dislikes, food, music and the home.
- Understanding: Students will develop their understanding of a wide array of French Culture and history including the Napoleonic Era and different regions of France.

Course Components

- ***Reading and responding:*** students will read short texts in French (e.g., menus, questionnaires,) and respond to them in English or simple French.
- ***Listening and responding:*** students will hear short texts in French (e.g., phone messages, radio announcement, conversations) and respond to them in English or simple French.
- ***Writing:*** students will write short texts in French using known language structures and basic scripts e.g. A form to fill out, a party invitation, a thank you note etc.
- ***Speaking:*** students will produce short texts in spoken French (e.g., description of a friend or a pet through a variety of means such as role-play or presentation apps using technology).

Requirements

- 1 x 196-page exercise book.
- Willingness to engage in all French speaking exercises.
- Writing materials.

Key Learning Area**: Personal Development Health and Physical Education**

Sport Science

Sport Science is a Year 8 introduction to the Stage 5 Physical Activity and Sport Studies elective. The course promotes the concept of learning through movement by providing students with the opportunities to develop their movement skills and assist the performance of others.

Content

Theory units:

- Promoting active lifestyles.
- Issues in physical activity and sport.
- Physical activity and sport for specific groups.
- Enhancing performance – strategies and techniques.

Practical units:

- Lifelong Physical Activity.
- Spartan Challenge.
- Soccer.
- Touch Football.
- Walkathon.
- Adaptive Games.
- Cultural Games.
- Flag Football.
- Golf.
- Tennis.

Requirements

- Black, blue and red pens.
- School sport polo shirt, black sport shorts and appropriate footwear. A black tracksuit is not compulsory but advisable in the winter months. A change of uniform is required for practical lessons.
- Costs will be involved when visiting various community sporting facilities e.g., YMCA or Pool.

Agricultural Technology

Course Description

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals, and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships among production, processing, marketing, technology and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

What will students learn about?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterized by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

What will students learn to do?

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to the school farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Requirements

- Sun protection in practical lessons.
- Shoes with a solid leather upper.

Please note: Eye and ear protection are the responsibility of students.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Computing Technology

Course Description

The study of Computing Technology enables students to:

- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Organisation of Computing Technology

Computing Technology Syllabus has 6 focus areas:

- Enterprise information systems: Modelling networks and social connections.
- Enterprise information systems: Designing for user experience.
- Enterprise information systems: Analysing data.
- Software development: Building mechatronic and automated systems.
- Software development: Creating games and simulations.
- Software development: Developing apps and web software.

Students undertaking the 200-hour course are required to complete:

- at least 2 Enterprise Information Systems focus areas
- at least 2 Software Development focus areas
- 4–6 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

Food Technology

Food Technology can lead to the elective course studied in Years 9 and 10.

Course Description

The study of food provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

What will students learn about?

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

Focus areas include:

- Food selection and health.
- Food for special occasions.

What will students learn to do?

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.

Assessment

Students will prepare and cook food in double lessons. A range of assessment tools will be used including food preparation, and an assignment, which will be assessed according to syllabus outcomes.

Requirements

- Display folder.
- Container (for take-home cooking).
- Shoes with a solid leather upper.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Industrial Technology

Students undertaking Industrial Technology build upon the experiences gained through Technology Mandatory Years 7–8. In particular, they focus more directly on the development of specific practical skills associated with the material being studied and the associated WHS issues arising through the use of these materials and related equipment.

Course Description

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

Broken Hill High School offers four courses. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in:

- Building and Construction
- Metal
- Timber
- Engineering

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Requirements

- Personal Safety Glasses (preferred).
- Shoes with a solid leather upper.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Industrial Technology – Building Construction

Course Description

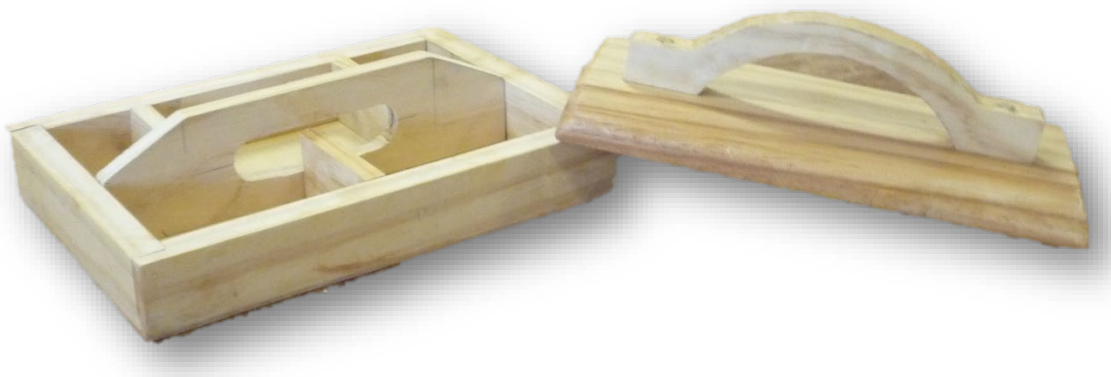
The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries. Students will develop knowledge and skills in the use of tools, materials and techniques related to building and construction.

The projects completed throughout this course will reflect the practical nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction technologies.

These may include:

- construction of small structures
- scale models
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups.

This subject is a great lead-in to the elective Building and Construction in Year 9 and is aimed at students that like working with their hands, enjoy building things and may like to follow a career path in the carpentry industry, general building and/or associated trades.



It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Industrial Technology – Metal

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Students will develop knowledge and skills in the use of tools, materials and techniques related to general metalwork.

The Practical Projects completed throughout this course will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies.

These may include:

- fabricated projects
- sheet metal products.

This subject is a great lead-in to studying Industrial Technology – Metal in Year 9 and is aimed at students that like working with their hands, enjoy building things and may like to follow a career path in boiler making, fitting and turning or mechanics.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Industrial Technology – Timber

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Students will develop knowledge and skills in the use of tools, materials and techniques related to timber.

The Practical Projects completed throughout this course will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

These may include:

- decorative timber products
- furniture items
- turned items
- storage boxes.

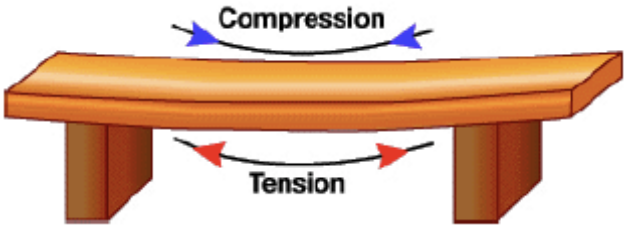
This subject is a great lead-in to Industrial Technology – Timber in Year 9 and is aimed at students that like working with their hands, enjoy building things and may like to follow a career path in furniture making, the forestry industry or general carpentry.

It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Industrial Technology – Engineering

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Students learn about engineering principals and then apply these concepts to design projects and challenges.

Course Structure



The course consists of the following:

- One core module
    - Structures/Mechanisms

The core module will develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of the specialist modules.

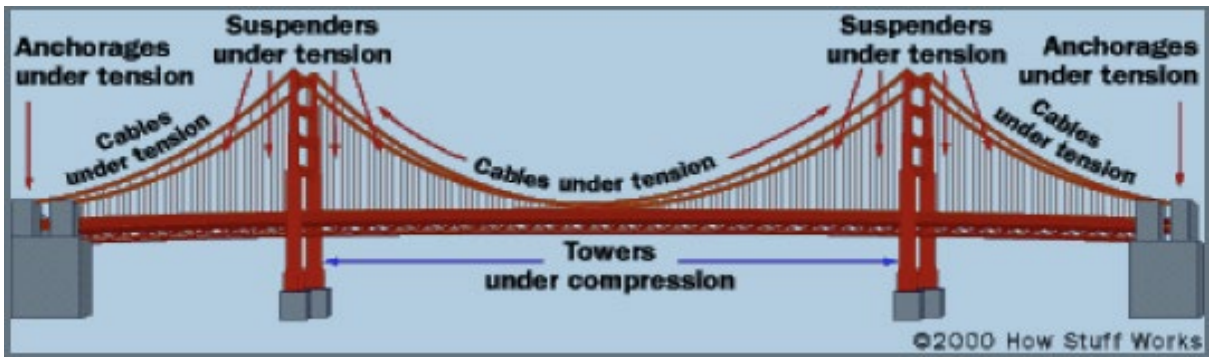
Practical Activities and Challenges

This subject has a strong emphasis on learning through practical experiences, projects and challenges.

These may include:

- small structures
- small vehicles

This subject is a great lead-in to Industrial Technology – Engineering and/or iSTEM in Year 9 and is aimed at students that like maths, science and engineering and may like to become an engineer.



It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

School Contributions

General Information

School Invoices are emailed to families in Term 2 and Term 4. They can be paid at the Front Office between 8.30am and 3.30pm with Cash/Cheque/EFT or Online via School Bytes portal (please see below information) or via our website http://www.brokenhill-h.schools.nsw.edu.au/ just select make a payment and follow the instructions.

Students may pay at the Front Office ***before*** school, recess, and lunchtime.

Contributions are as follows:

- General Contribution $20.00
- Subject Fees $40.00

General contributions

General contributions are voluntary contributions, which greatly assist in maintaining and increasing the quality of education for your student. Contributions are used for the purchase of library books, student recognition programs, teaching resources, computer software and hardware and other resources.

Students can pay school fees or any payments before school, recess, or lunch of any day. Receipts will be emailed. Payment of school contributions and fees can be made by cash, cheque, EFTPOS (no cash advances available) or online using the School Bytes portal.

What is the School Bytes portal

The School Bytes portal provides flexibility for you to conveniently:

- Make school payments online (including paying for multiple siblings at once)
- Use a family credit to pay for an activity or school contributions
- Download a receipt for payments made
- View all historical payments in one place
- Complete and submit digital permission notes
- View the status of all permission notes
- Request a refund if required

This can be done where you want at any time: day or night.

Through the portal, you will easily be able to download a receipt once a payment has been made and have access to view all historical payments when needed. Online payments are processed in real-time and can be viewed by school staff immediately.

While our preference is for payments to be made via the portal, we will still accept payment via cash, cheque, money order and EFTPOS.

Financial Assistance

Should you have problems paying these contributions the school may be able to provide assistance. Applications can be made through the School Administration Manager in the Front Office of the school. Help can also be arranged for the purchase of school uniform and books.

Parents/Carers should note that costs of travel and admission for excursions are <u>not</u> included in school contributions.