No Reward Without Effort

Broken Hill High School

Year 9 Curriculum Booklet 2023

Effective: *Term 4, 2022*
Review Date: *Term 3, 2023*

Be Respectful
Be Responsible
Be Cooperative

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Year 9 Electives for 2023

Introduction

Dear Parent/Carer,

The purpose of this booklet is to provide a brief, but comprehensive overview of courses provided at our school for Year 9 students in 2023 leading to Year 10 in 2024.

You will need to complete the online elective choice form and return the signed parent acknowledgement form**.** Students will be asked to select five (5) subjects from the list of electives offered and place them in priority order. Every attempt will be made to give students their first three (3) choices.

Once the selection process is completed, a decision will be made based on student selections and our capacity to staff the model. Students will then receive notification of entry into (3) subjects which will run on the 'X' 'Y' and 'Z' Lines. Students will be undertaking these subjects for two years, so it is important that students choose carefully as it is not possible to change subjects.

Every attempt will be made to meet student needs, however, when selected subjects are not offered, each child will be given the option of re-selecting from the offered curriculum.

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

Looking forward to a great year.

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 9 and 10 Curriculum Organisation

Key Learning Area	Curriculum Organisation Periods Per Cycle		Comment
English	8		Mandatory
Human Society and Its Environment (HSIE)	Year 9 6	Year 10 6	Australian History and Australian Geography Mandatory
Mathematics	8		Mandatory
Personal Development Health and Physical Education (PD/H/PE)	Year 9 5	Year 10 5	Mandatory
Science	8		Mandatory
Careers	1		Mandatory
Elective X	6		X ***
Elective Y	6		Y ***
Elective Z	6		Z ***
Sport	4		Mandatory
Total	**58**		

*** **Electives**

These subjects are chosen by the student to follow their personal interests or to achieve long-term career goals. Students study three (3) elective courses covering 200 hours each over Years 9 and 10.

What is required to satisfactorily complete Year 10?

1. English, Mathematics, Science, PD/H/PE, Australian History and Australian Geography at Broken Hill High School must be **satisfactorily** studied.

2. Students must satisfactorily study at least six courses in Years 9 and 10.

    - In satisfying this requirement students must study courses in Years 9 and 10 for at least 200 hours. Hence students may change elective courses of study during Term 1 in Year 9 only if there are good reasons and if a vacancy exists in another course.

3. In addition, students must have had adequate experience in Visual Arts, Music and PD/Health/PE. With the exception of PD/Health/PE, this requirement is met by students in Years 7 and 8. PD/Health/PE is compulsory in Years 9 and 10.

4. ***Students must have a satisfactory record of attendance (minimum 85%), conduct, apply themselves with due diligence to their studies and display satisfactory progress, up to and including the end of Year 10 and NSW* Education Standards Authority (NESA).**

The above requirements are set by the New South Wales Education Standards Authority and the NSW Department of Education.

Will my chosen courses run?

When selecting courses, students and parents should be aware that it might not be possible for all choices to be accommodated. Whether a course can operate, or whether all students can be catered for by any course, will depend chiefly on the number of students who elect to study that course.

What do I do if my courses do not run?

If choices cannot be met, then students affected will be asked to make fresh selections. Hopefully these selections can be met, and the student will study these courses over Years 9 and 10.

How do I make my choices?

1. Open NSW Student Portal website - https://sso.det.nsw.edu.au/sso/UI/Login
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.

Elective choices and Key Learning Areas

Key Learning Area	Subject
Creative Arts	Dance Elective Visual Arts Elective Music Photography and Digital Media
Human Society and Its Environment (HSIE)	Commerce Elective History Elective Geography Elective Aboriginal Studies
Language	Japanese
Personal Development, Health and Physical Education (PD/H/PE)	Physical Activity and Sports Studies (PASS) Child Studies
Technological and Applied Studies (TAS)	Agricultural Technology Information and Software Technology Food Technology Industrial Technology - Building Construction Girls in Industrial Technology Timber Industrial Technology - Metal Industrial Technology - Timber Industrial Technology – Engineering iSTEM

Brief details of these courses follow in this handbook. Please study each course outline carefully and then select 5 electives.

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 student 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 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

Stage 5	
Fiction	At least two works
Poetry	A variety drawn from different anthologies and/or study of one or two poets
Film	At least two works
Nonfiction	At least two works
Drama	At least two works

History and Geography

Year 9 and Year 10 H.S.I.E. Curriculum Structure

In Years 9 and 10 it is compulsory for all students to complete 100 hours of History and 100 hours of Geography.

History

The aim of the History syllabus is to stimulate student's interest and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed, and responsible citizens. In 2023, Year 9 will continue their study of the new National History Curriculum.

Topics of study are:

Overview: The Making of the Modern World
Depth Study: Making a Nation
Core Study: Australians at War (World Wars I and II)

Overview: The Modern World and Australia
Depth Study: The Holocaust
Depth Study: Changing Rights and Freedoms

Geography

The principal focus is to understand Australia in its regional and global context and examine the role of individuals and groups in planning for a better future. In 2017, students began their study of the new National Geography Curriculum.

Topics of study are:

1. Sustainable Biomes
2. Changing Places
3. Environmental Change and Management
4. Human Wellbeing.

Assessments

Assessments will be outcomes based. Students will undertake a variety of tasks including assignments, in class written tasks, classroom participation and skill-based activities. Each of these will be marked according to the level of outcome achieved.

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 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 Description

The following units of work are examples of what will be studied in Stage 5 (Year 9) 2023.

Theory

- Healthy Lifestyle.
- Risks v Rewards.
- Relationships.
- Sexual Health.

Practical

- Striking Games e.g. AFL, Cricket, Soccer, Softball.
- Individual Pursuits e.g. Athletics, Dance, Fitness, Yoga.
- Invasion Games e.g. Basketball, European Handball, Lacrosse, Netball, Frisbee.
- Net/Court Games e.g. Netball, Basketball, Handball, Tennis, Speedminton, Volleyball.

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.

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.

Science

Aim

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.

Content

The Science course for Years 9 and 10 follows the NESA Syllabus starting in 2014, developed under the new National Curriculum and is divided into four strands.

- The Physical World
- The Chemical World
- The Living World
- The Earth and Space

Students study eight units of work per year, covering all four strands, each unit approximately five weeks in duration.

Practical Work is an essential component of the study of Science and wherever possible students will participate in practical work to further develop skills and a greater understanding of the processes of science.

Assessment

All students undertake four common assessment tasks throughout the year, including:

- Research/Communication Tasks
- Practical/Problem Solving Tasks
- End of year examinations

Students learning will also be assessed in class activities, including:

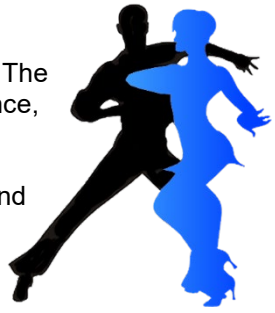
- Homework
- Assignments
- Topic Tests
- Practical Work
- Book Work

Note: In **Year 10** students are required to undertake a mandatory **Individual Science Research Project** which constitutes 20% of the total Assessment.

Elective

Subjects

Dance



The study of dance as an art form is the philosophical base of the Dance Years 7-10 Syllabus. The conceptual basis of the study of dance as an art form, centres on the three practices of performance, composition and appreciation of dance as works of art.

The dance curriculum aims to develop physical, cognitive, creative and performance skills, and knowledge in all students regardless of previous experience or level of skill. Students learn to develop ideas and to express them creatively as they make and perform dances and analyse and interpret dance as works of art. They think imaginatively and share ideas, feelings, values, and attitudes while physically and intellectually exploring the communication of ideas, themes, and feelings through movement.

All students are welcome to participate in this subject. Both the beginner and experienced dancer, whether male or female, will be catered for.

Course Objectives

This course uses the Board of Studies Dance Syllabus and covers three major areas:

1. **Performance** involves skills and techniques of dance including safe dance practices. A variety of dance styles will be utilised. Students will be provided with opportunities to display their performance skills to a variety of audiences and will also perform in whole school performances such as CAPA MAD Night.
2. **Composition** concerns the development and use of creative processes. Students will experiment by creating dance phrases leading towards the composition of both group and solo dances.
3. **Appreciation** is concerned with making informed judgements about dance and the historical perspectives of dance. Through appreciation the student should acquire a dance vocabulary, be able to assess the relationship between history, culture, and dance styles; value, observe and evaluate their own dance and the dance of others and experience the diversity of dance styles and dance as an art form. The opportunity to view performances by professional Dance.

Assessment

Assessment for learning in the Dance Years 7-10 Syllabus is designed to give students opportunities to produce the work that leads to development of their knowledge, understanding and skills. Students are assessed on semester outcomes that are based on the Dance Years 7-10 Syllabus.

Levels of Achievement have been written for Dance Years 7-10. These describe observable and measurable features of student achievement at the end of the stage within the indicative hours of study.

At Stage 5 there are six levels of achievement. Level 6 describes excellent achievement in relation to course outcomes and objectives. Level 2 describes basic achievement while the Level 1 description will help identify students who have not met the expected standard at the end of the stage.

At the end of Year 10, teachers make an on-balance judgement, based on the assessment evidence, to match each student's achievements to a level description. This level will be reported on students Record of School Achievement.

Requirements

- Uniform – black tights or pants, plain black shirt.
- Appropriate dance footwear.
- Students may be expected to purchase or make costumes for specific performances.
- Attendance will be required at performances and rehearsals outside school hours.
- The subject requires a definite commitment to group rehearsal, sometimes outside of class time.
- Performing at the bi-annual CAPA MAD Night and various other school and community events.
- Exercise book – approximately 200 pages.
- Plastic sleeve folder.

Subject Fee

The fee should be paid by Week 4, Term 1 to ensure that the Creative Arts Department can purchase necessary materials required to effectively deliver this course.

Visual Arts

For many students, Year 8 Art was the first real experiences where they were confronted with studying and exploring their immediate physical, emotional, and spiritual environment through making. Students who choose to continue the study of Visual Arts will be exposed to fun, challenging and sophisticated ways to explore their world through the artmaking process and appraising of artworks.

The creative and critical thinking skills developed in Visual Arts can lead into employment in areas such as advertising careers, design (graphic, fashion, environmental, industrial), film and television, animation, ergonomics, photography, publicity, and education.

Course Content

Students will create and appraise artworks within a framework where the process of artmaking is emphasised in terms of idea development as well as practical and refinement of technical development and application.

Year 9 artmaking will be organised within ten-week blocks based around studio areas including:
• drawing • ceramics • painting • sculpture

a) ***Artmaking*** (60%) – developing skills and techniques, idea development whilst creating art.
b) ***Critical and Historical Studies*** (40%) – Students develop skills to successfully analyse, critique and formulate written responses when researching and interpreting historical, contemporary, and modern art. These skills and techniques are highly transferrable when you analyse your own artworks and into other subject areas like English.
c) ***The Frames*** – These are either used collectively or individually to help inform and analyse artworks. Subjective, Structural, Cultural and Post Modern.
d) ***The Conceptual Framework*** – Is used to help understand and analyse artworks. They are: Artist, Artwork, World, and Audience.

Assessment

Art Making: Students will present a practical portfolio of their artworks at the end of each semester. The practical portfolios comprise of a progression of tasks. Artworks will be researched, developed, and resolved through a range of experiments of mediums to strengthen student techniques and skills. This development will be recorded in their Visual Arts Process Diary where students will explore their world which will strengthen their understanding of Artistic practice, The Frames, and the Conceptual Framework.

Critical and Historical Studies involves historically researching, developing, and resolving written responses to artworks in extended written forms such as Artist research tasks. Theory is based on further developing students' knowledge and understanding of their own artistic practice and that of practicing artist through; The Frames and the Conceptual Framework.

Students could expect to complete one Body of Work comprising of two practical folios and one written assessment task each semester.

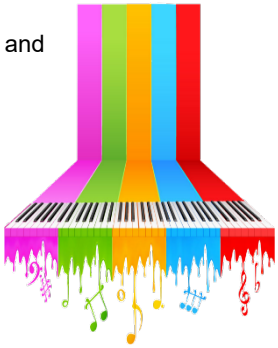
Requirements

- 2B, 4B, 6B Pencils.
- Eraser, sharpener and ruler.
- A4 sketchbook with a black cover.

Subject Fee

The fee should be paid by Week 4, Term 1 to ensure that the Creative Arts Department can purchase necessary materials required to effectively deliver this course.

Music



Year 9 Music is moving beyond the foundations of music. It is applying prior knowledge and understanding to compose and perform existing and original music.

- Composing original music in a negotiated context.
- Performing music as a soloist or in a group.
- Investigating a variety of styles and genres.
- Development of aural awareness and music theory understanding.
- Industry Standard Technology.

Year 10 semester modules available in Music:

- An overview of music composed and performed for various styles.
- Performance (solo or group/ instrumental or vocal) of a variety of music genres.
- Composition (solo or group/ instrumental or vocal, notation or sound source) of music to illustrate an action, scene or theme for theatre or film.

Requirements of Year 9 and 10 Elective Music Course:

- Learn one full song from the topic studied for performance exams which occur at the end of each term.
- Be self-motivated to find and learn a song from the topics studied. They must bring their song and instrument to school each lesson to learn and perfect.
- Complete all theoretical components.
- It is recommended that students receive tuition outside of school to help enhance their instrument and performance knowledge.
- Whilst it is not compulsory, students are encouraged to be a member of at least one school music performance group offered freely to all students. These groups include choir, concert bands, string orchestras, musicals, showcase concerts.

Performances cannot just be accompaniments. As a performer you must show your chosen instrument in a major role.

Assessment:

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times, and places to inform and shape their interpretations, performances, and compositions.

Students interpret, rehearse, and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression, and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style, and notation to compose, document and share their music.

Topics Studied

Year 9: Blues, Australian Rock music, Classical/or small ensemble, Music for Film, Television, Radio and Multimedia.

Year 10: Jazz, Popular Music, Technology and Music, it is all about creating a song.

Requirements

- 1 x workbook.

Subject Fee

The fee should be paid by Week 4, Term 1 to ensure that the Creative Arts Department can purchase necessary materials required to effectively deliver this course.

Photography and Digital Media

To develop visual perception and expression, sensory awareness and imagination, communication of ideas and appreciation of visual traditions and contemporary images through the specialist medium of photography.

Course Content

This course involves the students in:

1. **Understanding** – traditional and digital photographic processes and techniques.

2. **Experiencing** - Year 9, a new medium through which to communicate ideas – black and white photography. In Year 10, further introduction to digital photography and various ICT digital work platforms.

3. **Undertaking** - a variety of assignments and projects involving theory and practical work through which students will develop understanding and competency in this medium.

    - A Visual Process Diary will be kept as an ongoing record of student's progress.

4. **Theory** - will incorporate studies of photographers, critics, and history in reference to the frames and the conceptual frameworks.

    - The frames are – Post-modern, Structural Subjective and Cultural
    - The frameworks are – The Artist, The World, The Audience and The Artwork.

Requirements

- A4 sketchbook with a black cover.

Subject Fee

The fee should be paid by Week 4, Term 1 to ensure that the Creative Arts Department can purchase necessary materials required to effectively deliver this course.

Commerce

Commerce is about everyday living. It aims to provide students with the skills to function in today's society. Everyday people get information about their mortgage, car loan, insurance, health fund, jury duty, voting, share funds and many other aspects of their lives. Commerce aims to provide students with the knowledge to be able to understand all of this and to be successful in life.

Course Content

The content of the course aims to empower students with the skills of surviving in the commercial world.

Throughout Years 9 and 10 students' study:

Core Topics:

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

Options:

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

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

Elective History

The aim of Elective History is to enable students to acquire the historical skills, knowledge and understanding, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

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
    - 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.

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Elective Geography

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places, and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

Skills students will develop:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places, and environments
- contemporary geographical issues and their management
- geographical tools for geographical inquiry
- skills to acquire, process and communicate geographical information.

Students may undertake either 100 or 200 hours of study in Elective Geography in Stage 4 and/or Stage 5.

Topics:

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interaction Patterns along a Transcontinental Transect
- School-developed Option.

Assessment

Assessment will be through a range of activities including fieldwork, multimedia presentations and research reports.

Requirements

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

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 9, students have the unique opportunity to study French to help become more engaged in the broader world around them through speaking another language. Due to the nature of not having studied it before, students will take part in an accelerated course that combines a revision of work studied in Years 7 and 8, along with the course that is usually offered in Year 9.

Content

Students will build the basic skills usually acquired in earlier years 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.
- Participation in conversational French, being able to give and receive directions, listen to instructions in French and follow them and give small feedback to some questions.
- Understanding: Students will develop their understanding of a wide array of French Culture and history including certain historical eras of France and different Francophone cultures around the world.

Assessment

This will take the form of continuous assessment throughout the year. Four main skill areas, speaking, listening, reading, and writing, will make up the final assessment. A variety of informal and formal task activities will take place on a regular basis. Half yearly and yearly testing will involve all the main aspects of the course - speaking, reading, comprehension and listening.

Requirements

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

Child Studies

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Opportunities

- Students have the option to take home a computer simulation baby for a night to experience first-hand the demands of a baby.
- Double periods will involve practical activities to support the theory components of the course e.g. Cooking, Teddy Bear Picnic, Play Activities, Creative Arts, Child Care.
- Excursions may also occur to the Hospital, Toy Library and Child Care Centre, Preschools and Primary Schools.

Requirements

- **Theory lessons** – pens, highlighter, pencils/textas (optional).

Physical Activity and Sports Studies (PASS)

The PASS Course aims to enhance students' capacity to participate effectively in physical activity and sport, leading to an improved quality of life for themselves and others. Students will also be given the opportunity to attend a Sport and Recreation Camp during Year 10 (Subject to certain criteria).

Students will study the following modules:

Foundations of Physical Activity	**Physical Activity and Sport in Society**	**Participation and Performance**
Body Systems and Energy Physical Activity for Health Physical Fitness Motor Skill Development Nutrition and Physical Activity Participation with Safety	Australia's Sporting Identity Lifestyle, Leisure and Recreation Physical Activity and Sport Career pathways in physical activity History of Sport	Promoting Active Lifestyles Coaching Strategies and Techniques in Sport Technology in Sport Event Management
Movement Applications		
Aerobics Circuit Training Weight Training Practical Labs Archery	Badminton Ultimate Frisbee Squash Fitness Testing European Handball	Bocce Cultural Sports Lawn Bowls Table Tennis

Requirements

Practical lessons: Students must change at the beginning of the lesson and change back into their full school uniform at the end of each lesson.

Boys - Navy school polo shirt
- Black shorts

Girls - Navy school polo shirt
- Black shorts

Note: A black tracksuit is not compulsory but advisable in the winter months.

Theory lessons: approx. 200-page book.

Some costs will be involved when community facilities are used, e.g., PCYC, YMCA, and the Pool

Agricultural Technology

Agricultural Technology is an elective course that may be studied for 200 hours. It builds on the knowledge, skills and experiences developed in *Technology Years 7 and 8 syllabus.*

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, 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?

The essential content integrates the study of interactions, management, and sustainability within the context of agricultural enterprises. These enterprises are characterised 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 and small plot activities. The skills of investigating, using technology and communicating will also be developed over the period of the course.

Requirements

- Hat and sunblock.
- 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.

Information and Software Technology

Information and Software Technology is an elective course that may be studied for 200 hours. It builds on the knowledge, skills and experiences developed in The *Technology (mandatory) Years 7and 8 syllabus.*

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems.

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design, and problem-solving strategies over the chosen topics.

Requirements

- A4 display folder with lined A4 paper.

Food Technology

Food Technology is an elective course studied for 200 hours. It builds on the knowledge, skills, and experiences in the Technology (mandatory) Years 7 and 8 syllabus.

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 in Australia
* Food for special needs
* Food selection and health
* Food service and catering
* Food product development
* Food for special occasions
* Food equity
* Food trends.

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 about food.

Requirements

- 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

Industrial Technology is an elective subject within which students may undertake ***one or two*** courses. Each course must be studied for 200 hours. It builds on the knowledge, skills and experiences developed in the *Mandatory Technology Years 7-8 Syllabus.*

Course Description

Industrial Technology develops students' 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.

Students may undertake a **maximum of two courses in Industrial Technology**. 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.

During Semester 2, in Year 10, students will have the opportunity to use the skills and knowledge they have acquired to produce a major project of their own choice, at their own expense.

This subject is a great lead-in to VET Construction in Years 11 and 12 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
- metal machining projects
- sheet metal products

During Semester 2, in Year 10, students will have the opportunity to use the skills and knowledge they have acquired to produce a major project of their own choice, at their own expense.

This subject is a great lead-in to VET Manufacturing and Engineering in Years 11 and 12 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
- small bowls or turned items
- storage and display units
- storage and transportation products

During Semester 2, in Year 10, students will have the opportunity to use the skills and knowledge they have acquired to produce a major project of their own choice, at their own expense.

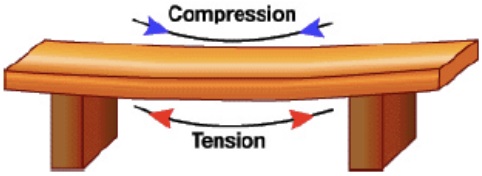
This subject is a great lead-in to Industrial Technology Furniture and Timber Industries in Years 11 and 12 and is aimed at students that like working with their hands, enjoy building things and may like to follow a career path in furniture making, the forestry industry or general carpentry.

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

- Two specialised modules selected from below:

  - Controlled Systems
  - Alternative Energy
  - Transport
  - School Developed Module

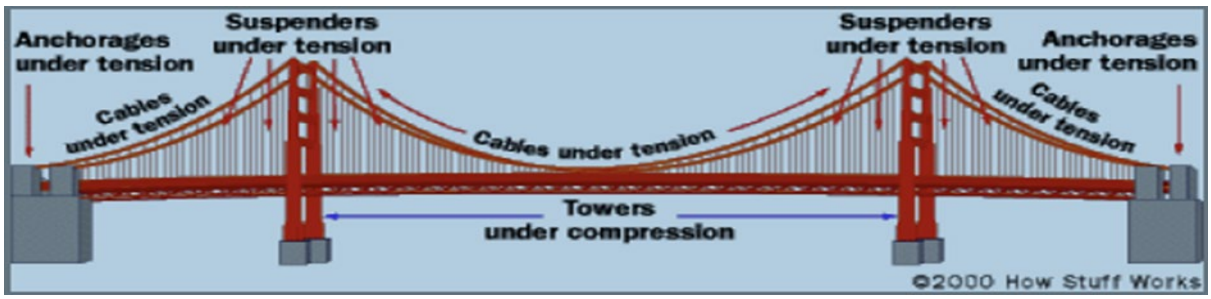
The core module will develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of the specialist modules.

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
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

During Semester 2, in Year 10, students will have the opportunity to use the skills and knowledge they have acquired to produce a major project of their own choice, at their own expense. This subject is a good lead-in to Engineering Studies in Years 11 and 12 and is aimed at students that like maths, science and engineering and may like to become an engineer.

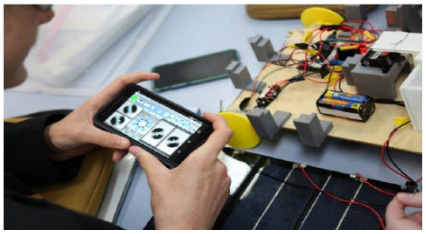


It is a requirement of the NSW Department of Education that students carrying out practical work have their feet protected by shoes with stout uppers. Preferably, these shoes should be constructed of leather to provide maximum protection. Safety glasses must be worn when required.

Key Learning Area: **Technological and Applied Studies**

iSTEM

Science, Technology, Engineering and Mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically enabled workforce. The iSTEM program utilises these knowledge sources in application to future focused learning.



Course Description

iSTEM uses an integrated approach to teaching previous silos of STEM;

- use of project and problem-based learning as well as enquiry-based learning strategies;
- emphasis on enterprise skills such as; complex problem solving, teamwork, communication, negotiation, and creativity;
- more connected real-world learning, including industry contextualisation.

What will students learn about?

This program covers the four compulsory core modules: Module 1 and 2 (STEM Fundamentals 1 and 2), Modules 3 and 4 (Mechatronics 1 and 2) and the elective modules to make up 200 hours of study. The program uses a themed approach and has four units of work that make up the iSTEM pattern of study.

What will students learn to do?

Key Areas the students will gain experience in:

- STEM fundamentals
- Application of the principles of aerodynamics and gearing
- Design sketching and Creating 2D and 3D computer aided designs
- Robotics systems and Mechatronics
- Research skills and working scientifically
- Manufacturing their designs.
- Testing their designs.

This course leads into further study in Physics, Chemistry Industrial Technology, Engineering, and Mathematics.

Requirements

- A4 display folder.
- 2 ‘pacer’ type pencils.

Invoicing Student Subjects – 2023

School Contribution	**$45.00**

Elective Subjects:

Agriculture	**$15.00**
Child Studies	**$10.00**
Commerce	***No fee***
Dance	**$15.00**
Food Technology	**$50.00**
French	**$10.00**
Geography	***No fee***
History	***No fee***
Industrial Technology:	
▪ **IT Building Construction**	**$50.00**
▪ **IT Engineering**	**$30.00**
▪ **IT Metal**	**$50.00**
▪ **IT Timber**	**$50.00**
Information and Software Technology	**$10.00**
International Studies	***No fee***
iSTEM	**$50.00**
Music	**$25.00**
Photography and Digital Media	**$35.00**
Physical Activity and Sports Studies (PASS)	***No fee***
VIsual Arts	**$20.00**