BOMBALA HIGH SCHOOL

Junior Curriculum 2022

This page is intentionally blank

Table of Contents

Our vision

LEADING EXCELLENCE, INNOVATION AND OPPORTUNITY FOR STUDENT SUCCESS

Bombala High School is a proudly rural, comprehensive and inclusive high school. The school vision ‘Providing Pathways to Success’ and our core values of Personal Best, Respect and Responsibility underpin everything we do.

Our experienced staff are committed to personalising learning and high expectations for all. Strong, positive relationships between staff, students and the community ensure high levels of student engagement and provide a rich learning environment in which students are supported, challenged and encouraged to achieve their personal best.

A guide to the Junior Curriculum

A MESSAGE FROM THE PRINCIPAL

The focus of the Junior Curriculum is on developing skills, knowledge and understanding in the core subjects and exploring different courses through the study of elective courses. The content and skills learnt in the mandatory core subjects provides the foundation for future learning in all senior courses.

All students in Year 7 – 10 are required to study the following core subjects:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development, Health and Physical Education.

In addition to the core subjects listed above, students in Year 7 and Year 8 are also required to study:

- Technology
- Music
- Visual Arts
- A Language Other Than English

Students in Year 9 and Year 10 are able to choose 3 additional courses. These elective courses provide students with the opportunity to explore a variety of additional learning areas. It is important to choose courses you have an interest in. Don't choose courses based on what your friends are doing, or because you think a teacher might be teaching a certain subject.

The courses within this booklet are an example of what we have to offer to you. Please take the time to discuss your options with your parents, teachers and Year Advisor.

The junior school years provide an opportunity to explore your interests while developing core skills. Select courses you will enjoy as this will give you a positive attitude, and this positive attitude will then be carried into the quality of the work you produce.

Jai Lester
Relieving Principal

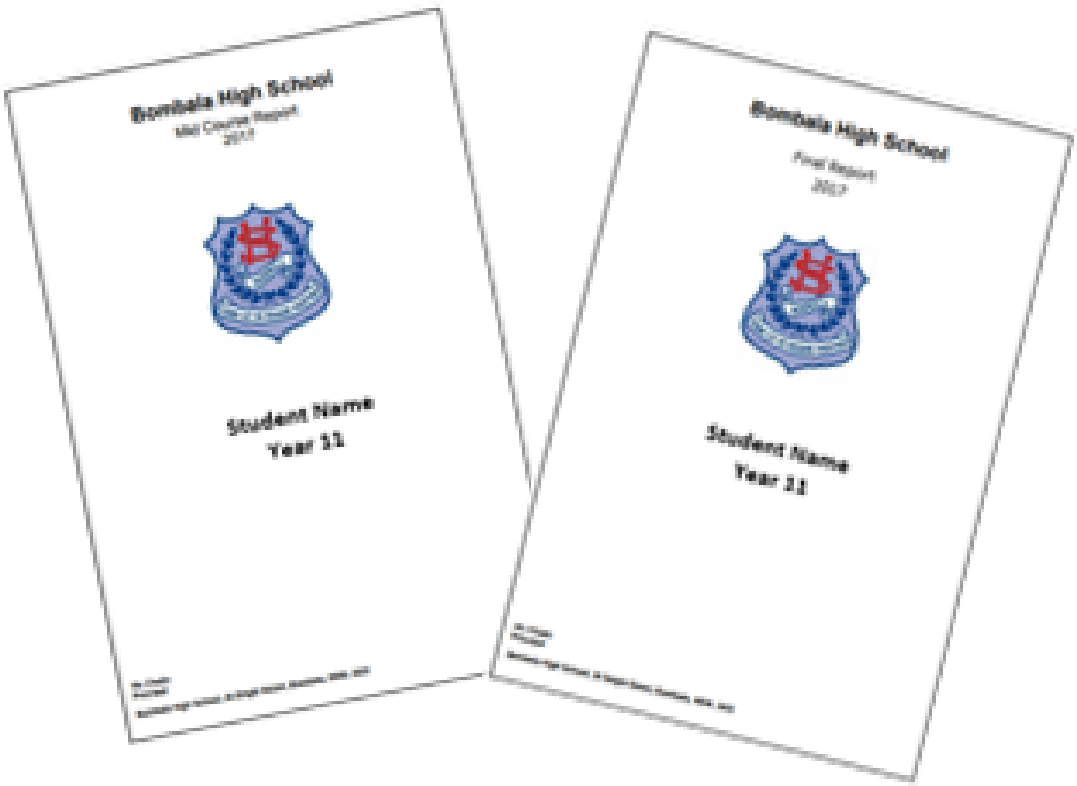
Assessment & reporting

ASSESSMENT

Assessment is the measurement of actual student performance in various tasks. It is not a measure of your potential performance or an estimate of your general ability. The syllabuses, along with assessment and a performance scale, will be used to describe your level of achievement.

REPORTING

Student progress and achievement is reported by the school as a grade (A-E). You should carefully look at the descriptors provided in your reports to understand what these grades mean and how this information can help you improve on your results in the future. If you receive the same mark that you received in your last reports, you are making a minimum improvement on your performance (as the work gets harder). If your performance is not satisfactory, you will be notified by your teachers before reports are sent home.



Record of Student Achievement - RoSA

WHAT IS A RoSA?

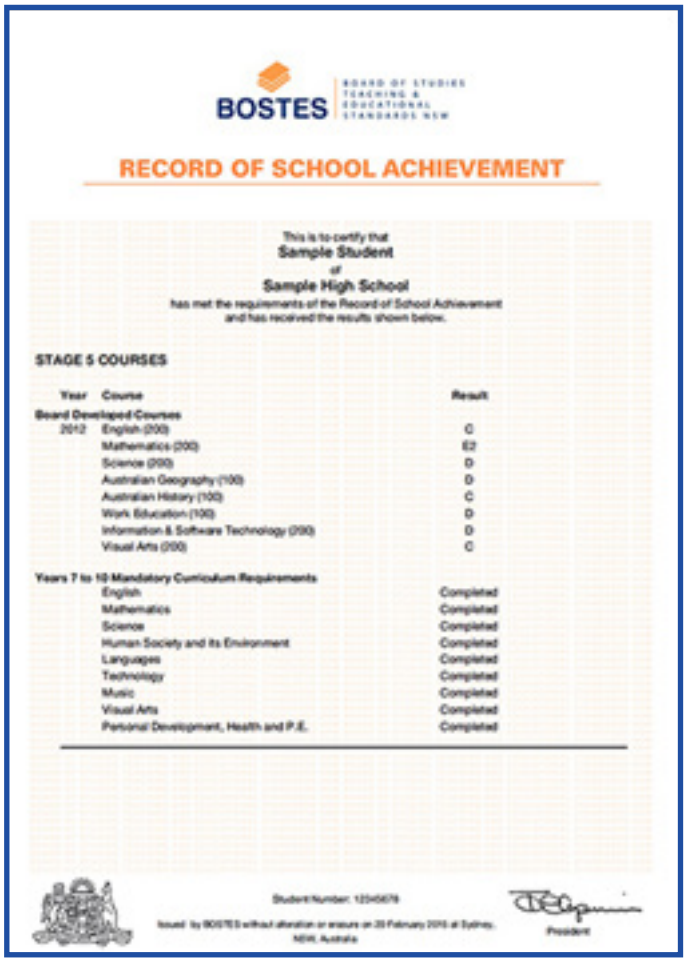
The Record of School Achievement (RoSA) is a record of your academic achievement up until the date you leave school, based on moderated, school-based assessments.

The RoSA is issued to students who have satisfactorily completed Year 10, but leave school before completing their HSC. It shows the grades achieved at the end of Year 10.

Students are only issued their RoSA from NESA (New South Wales Standards Authority) when they leave school.

Students who complete Year 11 and 12 receive a Higher School Certificate (HSC) and a RoSA at the same time.

The HSC is a record of your achievement in the senior years and the RoSA details your achievement in your earlier years of study.



BOSTES

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2012	English (200)	C
	Mathematics (200)	E2
	Science (200)	D
	Australian Geography (100)	D
	Australian History (100)	C
	Work Education (100)	D
	Information & Software Technology (200)	D
	Visual Arts (200)	C
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

To be eligible for a RoSA, you are required to:

- attend lessons
- satisfactorily complete all courses by submitting tasks completed to the best of your ability by their due date
- satisfactorily complete any practical, oral or project works required for specific courses
- make a serious attempt in all tasks

IMPORTANT NOTE: Warning letters are issued to students who are in danger of not meeting course completion criteria. Students are expected to respond to a warning letter and correct the problem that has been identified in the letter.

Finding the right elective course for you

TYPES OF COURSES

Courses		Year 7	Year 8	Year 9	Year 10
Mandatory courses	English	✓	✓	✓	✓
	Mathematics	✓	✓	✓	✓
	Science	✓	✓	✓	✓
	History	✓	✓	✓	✓
	Geography	✓	✓	✓	✓
	Personal Development Health Physical Education	✓	✓	✓	✓
	Technology (Mandatory)	✓	✓		
	Music	✓	✓		
	Visual Arts	✓	✓		
	Language other than English (LOTE)	✓			
Elective courses	Agricultural Technology			✓	✓
	Commerce			✓	✓
	Food Technology			✓	✓
	Information and Software Technology			✓	✓
	Industrial Technology - Metal			✓	✓
	Industrial Technology - Timber			✓	✓
	Music			✓	✓
	Physical Activity and Sports Studies			✓	✓
	Visual Arts			✓	✓

What happens next?

FINALISING YOUR ELECTIVE COURSE CHOICES

(1) Consider your interest – All students will be given the opportunity to meet with an experienced teacher who will help them consider their choices and what electives will best suit their learning at school.

(2) Submit Elective Course Choices – Students will be asked to complete a Junior Elective Courses Choice Form online.

(3) School reviews choices – When all students have returned the Junior Elective Courses Choice Form, the school considers how to timetable the courses so that students can study their preferred courses. Sometimes it is not possible to timetable all the courses and students may have to re-consider a course choice.

(4) Final Course Choice – When students have confirmed their pattern of study, they will be asked to complete a Junior Courses Form. A Parent/Carer signature is required to indicate that students have made informed decisions about their pattern of study.

English

MANDATORY YR 7-10

COURSE DESCRIPTION

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators. Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

WHAT WILL STUDENTS LEARN ABOUT?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling. Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia. Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10). Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.

PARTICULAR COURSE REQUIREMENTS

Students will study two works of each: fiction, poetry, film, non-fiction and drama.

COURSE ASSESSMENT

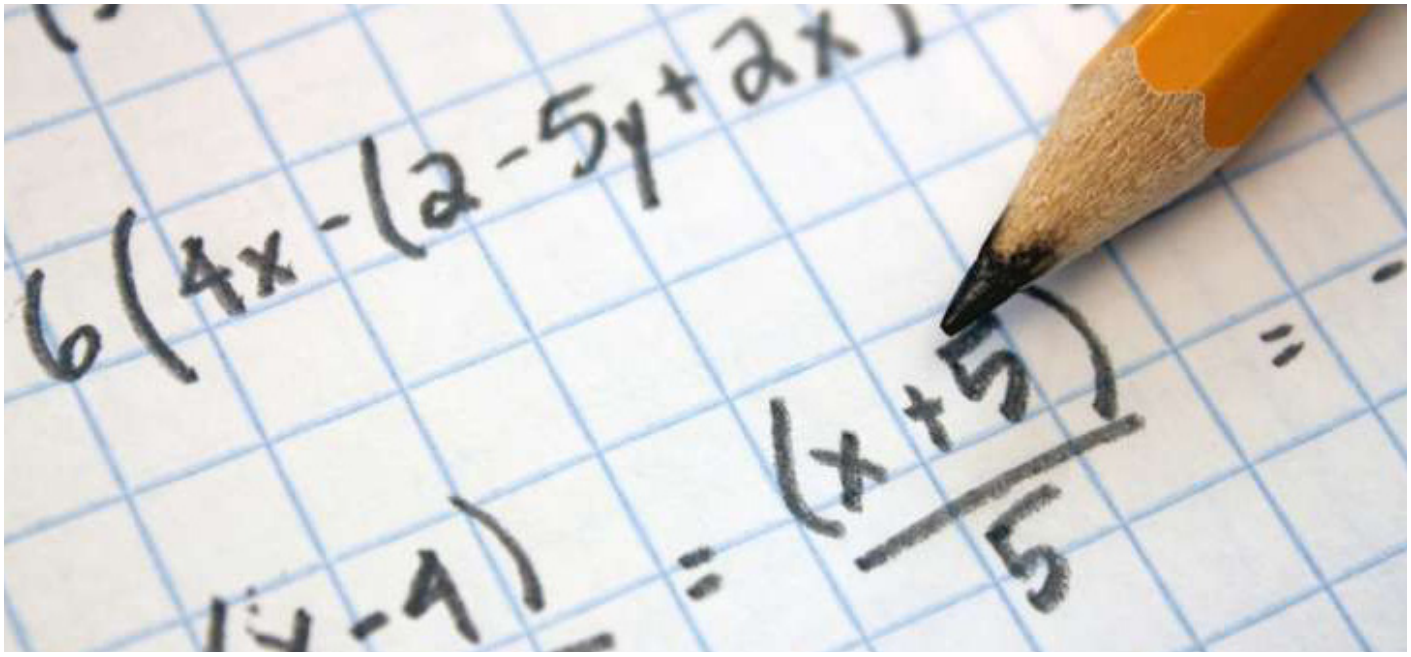
Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, presentations, performances and creative writing.

Mathematics

MANDATORY YR 7-10

COURSE DESCRIPTION

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure. Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.



WHAT WILL STUDENTS LEARN ABOUT?

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. They study Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a class test, a research project, an assignment and an online test.

Science

MANDATORY YR 7-10

COURSE DESCRIPTION

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

WHAT WILL STUDENTS LEARN ABOUT?

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

PARTICULAR COURSE REQUIREMENTS

At lease 50% of course time will be hands-on practical experiences. All students are required to undertake at least one research project during both Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, practical investigation, problem solving task and class tests.

History

MANDATORY YR 7-10

COURSE DESCRIPTION

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia.

Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

WHAT WILL STUDENTS LEARN ABOUT?

In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage, including the heritage of Aboriginal and Torres Strait Islander peoples. Aspects of the ancient, medieval and early modern world are studied, including daily life, beliefs and values, law and religion. The nature of colonisation and contact history may also be investigated. One ancient Asian society is a mandatory study. In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander peoples.

Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences. Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance.

Students develop research and communication skills, and examine different perspectives and interpretations to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

PARTICULAR COURSE REQUIREMENTS

All students must complete a site study in both Stage 4 and Stage 5.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a class test, a research project, an assignment and an online test.

Geography

MANDATORY YR 7-10

COURSE DESCRIPTION

Geography allows students to develop an understanding of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography: The Spatial Dimension – where things are and why they are there, and The Ecological Dimension – how humans interact with environments.

WHAT WILL STUDENTS LEARN ABOUT?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues. Students of Australian Geography learn about the interaction of human and physical geography in a local context.

They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

PARTICULAR COURSE REQUIREMENTS

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a class test, a research project, an assignment and an online test.

PDHPE (Personal Development, Health & Physical Education)

MANDATORY YR 7-10

COURSE DESCRIPTION

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities. Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

WHAT WILL STUDENTS LEARN ABOUT?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

COURSE ASSESSMENT

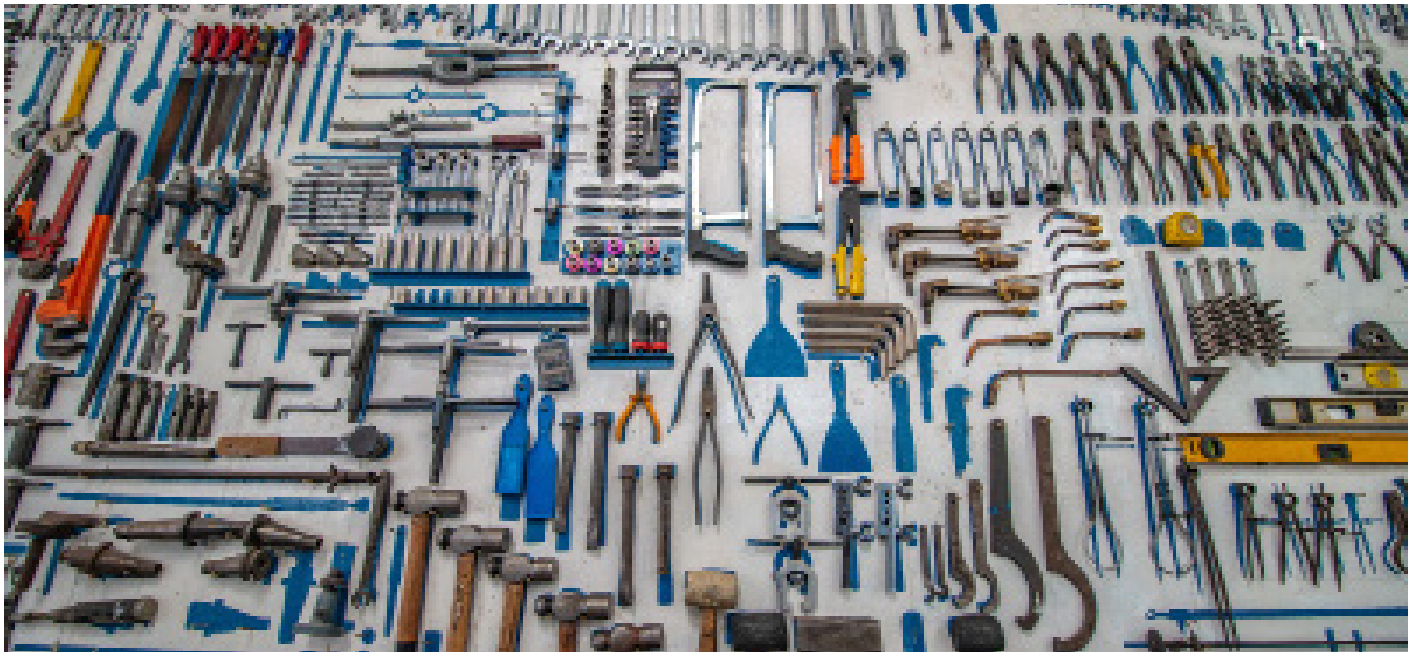
Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, practical skills tests, short response tasks, a promotional poster and a multi-media presentation.

Technology

MANDATORY YR 7 & 8

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, characteristics and applications of a range of materials and resources, and the tools and equipment that are used to manipulate these materials and resources. 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.

Students will learn to identify and respond to needs through the development and production 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 inform the development of design projects and to evaluate, analyse and apply the results of these activities to individual projects.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a folio, a minor project and written short response tasks.

Music

MANDATORY YR 7 & 8

ELECTIVE YR 9 & 10

COURSE DESCRIPTION

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people.

At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

WHAT WILL STUDENTS LEARN ABOUT?

In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening.

COURSE ASSESSMENT

Students in Stage 4 will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, practical skills assessments, a project, and a multi-media presentation.

Stage 5 students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, performances,an aural skills analysis and a class test.

Visual Arts

MANDATORY YR 7 & 8

ELECTIVE YR 9 & 10

COURSE DESCRIPTION

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

WHAT WILL STUDENTS LEARN ABOUT?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks . Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist/artwork/world/audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies.

Students are required to produce a body of work and keep a Visual Arts diary.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but not linited to, a Visual Arts process diary, artworks and topic tests.

LOTE - French

(Language Other Than English)

MANDATORY YEAR 7 ONLY

COURSE DESCRIPTION

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

WHAT WILL STUDENTS LEARN ABOUT?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

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

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They will develop a capacity to interact with people, their culture and their language.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a speaking/listening task, a class test and a yearly exam.

Agricultural Technology

MANDATORY YR 7 & 8
ELECTIVE YR 9 & 10

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 between production, processing 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 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.

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 commercial 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.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a log book, a practical report and a topic test.

Commerce

ELECTIVE YR 9 & 10

COURSE DESCRIPTION

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

WHAT WILL STUDENTS LEARN ABOUT?

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option. Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options. Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a research task, a portfolio and a multi-media presentation.

Food Technology

ELECTIVE YR 9 & 10

COURSE DESCRIPTION

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

WHAT WILL 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. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied:

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

The major emphasis of the Food Technology syllabus is on students exploring foodrelated issues through a range of practical experiences, allowing then to make informed and appropriate choices with regard to food.

Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a research/design activity, recipe development, topic tests and a case study.

IST (Information and Software Technology)

MANDATORY YR 7 & 8

ELECTIVE YR 9 & 10

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

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.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, a process diary, an IT research task and a project.

Industrial Technology - Metal

ELECTIVE YR 9 & 10

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 one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in Metal.

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.

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.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, minor projects and a design task.

Industrial Technology - Timber

ELECTIVE YR 9 & 10

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 one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in Timber.

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.

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.

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, minor projects and a design task.

PASS (Physical Acitivity and Sports Studies)

ELECTIVE YR 9 & 10

COURSE DESCRIPTION

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

WHAT WILL STUDENTS LEARN ABOUT?

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

• Foundations of Physical Activity • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety Physical Activity and Sport in Society • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport • Enhancing Participation and Performance • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

Throughout the course students will develop skills that develop their ability to:

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

COURSE ASSESSMENT

Students will complete a variety of assessment tasks. The nature of these tasks typically includes, but is not limited to, creating an instructional video, organising/conducting a physical activity session and developing a workout plan.

Notes:

Notes:

20 Bright St Bombala NSW 2632

Phone | 02 6458 3358
Fax | 02 6458 3866
Email | bombala-h.school@det.nsw.edu.au
Web | www.bombala-h.schools.nsw.edu.au