Gunnedah High School

Years 9 and 10 2024/2025

Handbook for Junior Courses

Executive Principal: Ms Donna Riley
Deputy Principals: Mrs Simone Carlyon and Mr Tom McNamara

Forward

Dear Year 8 and Year 9 Students and Parents,

On behalf of the school I would like to thank you for choosing Gunnedah High School as your school. We are extremely proud of our school and our students. Gunnedah High School is a comprehensive, co-educational high school that focuses on achieving excellent student outcomes. The school prides itself on developing outstanding citizens who have a strong sense of empowerment and add value to society.

This book will provide you and your parents with all the information necessary to make the important subject choices before you. Few students know where their future lays halfway through Year 8. So don't worry if you do not have a career choice or preference at this stage. In Years 9 and 10 it is best that you do courses that:

- **You enjoy** - we all learn best when we enjoy ourselves. If you have an interest in a subject, you will enjoy it.
- **You are good at** - success brings success. Consider your Year 7 and 8 subjects. Choose electives where you have succeeded.

If you follow these two basic guidelines, you can look forward to an enjoyable and rewarding time in Year 9 and 10.

Students have many expectations of school. They expect courses that provide learning opportunities, enriched social lives, positive relationships with peers and staff as well as recognition of their status as emerging adults. Staff and parents expect students to concentrate on their studies, balance their school and personal lives, contribute to our safe and secure environment as well as embrace the ethics, values and standards of the school and community. At Gunnedah High School, the positive relationships we enjoy with each other are critical to our success.

The school will endeavour to timetable every combination of subjects that students select. Unfortunately, it is not possible to run some subjects with very small candidatures and a few students may be asked to alter their selections. The vast majority of students will get their first choices.

Please do not hesitate to talk to staff and senior students at Gunnedah High School and seek their advice. Likewise, you should speak openly with your parents about your plans and aspirations. Make your choices count, they are important. I would like to wish you good luck and encourage you to work hard to achieve your best possible result in your time at Gunnedah High School. Be positive and optimistic.

Good luck!

Ms Donna Riley
Executive Principal

Table of contents

This booklet is provided as a general summary only. Further information may be obtained from Gunnedah High School. It must be noted that all subjects will not be available for students to study. Courses to be conducted will be based on staff availability and will seek to accommodate the needs of the majority of students.

Submissions for Year 8 and Year 9 Junior Subject Selections will open at 8pm (Week5) Thursday 17th August 2023.

Once you have received email confirmation that subject selections are open please follow the below process to make your choices:

1 Students will need to log into the **student portal** and click the **Edval** link under 'Timetable' at the bottom right of the page.
2 Click 'Choice' in the top left of the page.
3 Click the link in the middle of the page to enter subject selections.
4 Make your selections in order of preference and click submit.
5 All preferences need to be submitted by 5pm on Wednesday 23rd August 2023.
6 **Print the form and return to the box outside Mrs Carlyon office by Friday 25th August.
7 If you are unable to print at home, then please logon at school and print.

Any questions please email

Stage 5 Electives
Years 9 and 10 | 2024-2025

This book contains descriptions of possible elective subjects and is provided to give students some background information prior to making your **subject choices for 2024-2025**

Students will be asked to choose **SIX (6)** subjects from the following list and to enter their preferences online and **in priority order**.

Aboriginal Studies	100/200 Hours	Industrial Technology:Metal	100/200 Hours
Agricultural Technology	100 or200 Hours	Industrial Technology:Timber	100/200 Hours
Agrifoods Operations	YEAR 10 ONLY 100 Hours	Computing Technology	100/200 Hours
Child Studies	100/200 Hours	Marine & Aquaculture Technology	100 Hours
Design & Technology	100/200 Hours	Music	100/200 Hours
Drama	100/200 Hours	Photography & Digital Media	100/200 Hours
Elective Geography	100/200 Hours	Physical Activity & Sports Studies	100/200 Hours
Elective History	100/200 Hours	Textiles Technology	100/200 Hours
Food Technology	100/200 Hours	Visual Arts	100/200 Hours

*****NB: A student will be allocated four out of the six subjects chosen where possible.***

Choose carefully!

These subjects will be studied in both Years 9 and 10 for the RoSA (Record of School Achievement).

Only in **exceptional** circumstances will students be allowed to change subjects once commenced.

The following points should be considered by students and parents when selecting subject:

1. The choice of subjects should be based on student interest, ability and possible future vocation.
2. **All subjects involve course fees for materials used**. The course fees cover consumables and for specific subjects - special project requirements. To ensure equity and inclusion if fee payments cannot be made, please contact the office for a student financial support form.
3. The range and number of subjects that will operate in 2024/2025 will depend upon the number of students who nominate them and the available school resources including staffing.
4. Certain electives, namely Industrial Technology, Food Technology, Textiles Technology and Agriculture, require students to wear **protective clothing** and **safe shoes** with leather uppers for practical work.

Please contact the school for further information

DEPUTY PRINCIPALS
Mr Tom McNamara – Year 8
Ms Simone Carlyon – Year 9

YEAR ADVISER
Mrs Michelle Hobden – Year 8
Mrs Anne Torrens – Year 9

ABORIGINAL STUDIES

Outline

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.

Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings. Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.

Topics

Students complete the following core topics:
1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy.

Students will also complete some of the following electives:
1. Aboriginal Enterprises and Organisations
2. Aboriginal Peoples and the Visual Arts
3. Aboriginal Peoples and the Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Peoples and Oral and Written Expression
6. Aboriginal Peoples and Film and Television
7. Aboriginal Peoples and Technologies
8. Aboriginal Peoples and Sport
9. Aboriginal Peoples' Interaction with Legal and Political Systems
10. School-developed Option.

Each core and option topic includes a case study. This case study can be the basis through which the core or option is studied. A case study is a research methodology, often used in the social sciences and involves description and analysis of a person, group or event using a range of research methods.

Course requirements

Students may undertake 100 or 200 hours of study in Aboriginal Studies in Stage 4 and/or Stage 5.

Course fees per year

Further information Mrs Rebecca Mizzi – Head Teacher English and HSIE

Students may be involved in dance showcases, performances and other events

AGRICULTURE TECHNOLOGY

The study of Agricultural Technology provides students with opportunities to develop knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of agricultural products. Agricultural Technology provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. The Agriculture Technology course allows students to develop knowledge and understanding about a range of agricultural enterprises and practices, including:

- Skills in the management of plant and animal enterprises
- Develop the ability to solve problems, plan, organise and write reports
- Investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water
- Appropriate use of agricultural technologies

Agricultural Technology Years 7–10 may be studied as a 100-hour course or as a 200-hour course in Stage 5.

To satisfy the mandatory requirements of a 100-hour course students must complete:

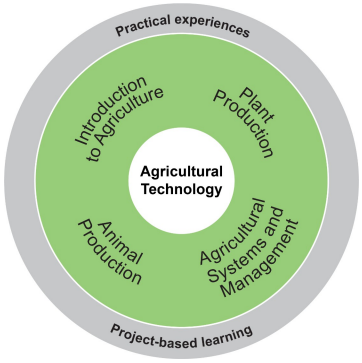
Core A

- Introduction to Agriculture
- Plant Production 1
- Animal Production 1

To satisfy the mandatory requirements of 200-hour course students must complete:

Core A

- Introduction to Agriculture
- Plant Production 1
- Animal Production 1 AND



Core B

- Agricultural Systems and Management
- Plant Production 2 and/or
- Animal Production 2

What will students learn about?

- Farming practices in Australia
- Handling of Animals

· Growing different crops (vegetables, citrus, cereal etc)

· Agricultural enterprises such as: Sheep and cattle Crops and pastures Bees and Fish, Tractors and Farm machinery

Course fees per year $40

Further information Mrs Nicole Dwyer – Head Teacher - SCIENCE

AGRIFOODS OPERATIONS

AgriFoods Operations is a VET course you can do in year 10 that will give you a Certificate One in AgriFood Operations. You can do both Agrifoods and Agricultural Technology at the same time

Education	**2024 AgriFood Operations Course Descriptor** **AHC10216 Certificate I in AgriFood Operations** **RTO - Department of Education - 90333, 90222, 90072, 90162**

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

Course: **AgriFood Operations** Board Endorsed Course	**Stage 5** **100 Hours**

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC10216 Certificate I in AgriFood Operations https://training.gov.au/training/details/ahc10216. You will be expected to complete all requirements relevant to the RoSA. To gain this full qualification, you must achieve 13 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements
You must complete the VET induction process, supply your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in an agricultural environment and be able to use a personal digital device including a personal computer or laptop.

AHC Agriculture, Horticulture and Conservation and Land Management (version 7) Units of Competency

Units of Competency

Core (35 Hours)
AHCWHS101 Work safely
AHCWRK101 Maintain the workplace

Choose either Option 1 OR Option 2 electives:

Electives (65 Hours) Option 1: Plants Focus
AHCCHM101 Follow basic chemical safety rules
AHCMOM101 Assist with routine maintenance of machinery and equipment
AHCPHT101 Support horticultural production
AHCPGD101 Support gardening work
AHCLSK102 Support intensive livestock work

Electives (65 Hours) Option 2: Livestock Focus
AHCNSY101 Support nursery work
AHCCHM101 Follow basic chemical safety rules
AHCLSK101 Support extensive livestock work
AHCLSK102 Support intensive livestock work

Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

Industry based learning
This course is based on industry-based learning where you are involved in a number of projects, which could include group project work, individual research or other activities. Career, enterprise and work education programs currently operating in the school may be linked to the AgriFood Operations course.

Competency-Based Assessment
In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints
You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: $20 **Hat and enclosed leather work boots**	**Refunds** Refund arrangements are on a pro-rata basis. Please refer to your school refund policy

2024 Course Descriptor AgriFood Operations RTO - Department of Education - 90333, 90222, 90072, 90162 Version {_UIVersionString}

CHILD STUDIES

Outline

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

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**.**

Topics

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

Course fees per year

Fees are subject to change due to excursion or visits from outside members of the community.

Further information Mr Alex Boulus – Rel. Head Teacher PDHPE

DESIGN AND TECHNOLOGY

Did you enjoy studying each of the focus areas in Technology Mandatory? Then Design & Technology is an awesome choice for you!

Outline

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

The Design and Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

Topics

When studying Design and Technology studying Design and Technology you will develop practical design solutions to real world problems. These problems are context based, creating exciting learning opportunities and experiences relevant to you. Design contexts or topic areas you may study include Agriculture, Digital Technologies, Engineered Systems, Food Technologies, Information and Communication Technologies, and Material Technologies.

100-hour course delivery

- Students will undertake a range of practical experiences that occupy the majority of course time.
- A minimum of two context areas will be addressed.
- 2–4 units of work will be delivered.

200-hour course delivery

- Students will undertake a range of practical experiences that occupy the majority of course time.
- A minimum of three context areas will be addressed.
- 4–8 units of work will be delivered.

Course fees per year - $50.00

Equipment Leather enclosed shoes for practical lessons

Further information Mr Tom Rhodes – Head Teacher TAS

DRAMA

Outline

Drama is live reflections of the world and its people. Students engage in the study of theatre as a complex and expressive art form, and the creative expression of ideas through physical storytelling. The study of Drama in the Junior Secondary School develops and refines the essential 21st Century learning skills of communication, collaboration, creativity and critical thinking. Students combine the intellect, the emotions, the imagination and the body to express issues, ideas, opinions, values and experiences on stage.

Topics

Junior Drama operates in Year 9 and Year 10. It is a largely practical subject where the theoretical component is embedded into experiential learning. Written components are largely reflective, critical or creative.

In addition, it is important for students to attend the "in school" performances organised by teachers to cement understanding of the art form they are studying and promote critical discussion and analysis.

Content for the course has been worked out on the basis of six (6) periods per 7-day cycle. This occurs over two semesters (two lots of two terms) - one in Year 9 and one in Year 10. Content is based upon the areas outlined in the Drama Syllabus. They are:

- Acting skills and character development
- Improvisation
- Play-building
- Dramatic forms and styles throughout history
- Reading, writing and interpretation of scripts as texts for performance
- Performance space and conventions of theatre
- Technical and design aspects of theatre
- Experience of dramatic presentation
- Discussion reading and writing about drama and theatre and its key concepts.

Course fees per year

Equipment

Further information Mrs Rebecca Mizzi – Head Teacher ENGLISH/HSIE

ELECTIVE GEOGRAPHY | GLOBAL STUDIES

Outline

Global Studies provides students with an opportunity to explore the wonderful world in which we live. This course gives students a greater awareness of the world, its people and their activities.

This course is not an add on to the compulsory Australian Geography course … it is very different – you get to help choose some of the topics and you get to undertake a variety of field studies and excursions.

Students undertaking 100 hours of Global Studies are required to study three topics.

This course will help you to develop your research, ICT, investigation and communication skills. These are skills that you will need in all of your Stage 5 Courses, skills that will help you in Years 11 and 12, skills that will help you when you enter the workforce. These skills will help you better understand our relationship with the world and its people.

Topics

Some of the topics studied include:

- Oceanography - Surf's up
- Road Trip - Los Angeles to New York
- Down on the Farm - Where does that grow?
- War and Peace
- Who's Your Neighbour? - Asia/Pacific Holiday
- Geography of crime
- Class choice - students get to pick a topic.

Course fees per year

Further information Mrs Rebecca Mizzi – Head Teacher ENGLISH/HSIE

ELECTIVE HISTORY | PEOPLE IN TIME

Outline

Humans are a fascinating source of mystery and amazement. In this elective history course, People in Time, you study the fascinating stories of a variety of people, both good and evil, across time. You learn about fantastic, interesting cultures and explore modern world issues.

This course is not an add-on to the compulsory Australian History course … it is very different - you get to help choose some of the topics and you get to study world history. It is a fantastic opportunity to quench your thirst for learning about many of the great mysteries of the world.

This course will help you to develop your research, ICT, investigation and communication skills. These are skills that you will need in all of your Stage 5 Courses, skills that will help you in Years 11 and 12 and skills that will help you when you enter the workforce.

Topics

Topic 1: Pre-modern Societies (50% of course)

- Constructing History - Biography - Film as History and History and the Media
- Early Societies - archaeology near east - Egypt - Mesopotamia - Aegean
- Ancient Societies - Celts - Mesopotamia - Near east - Egypt - Greece - The Roman Empire
- Medieval and Modern Societies - Medieval/Tudor/Stuart England/Medieval Russia/Ottoman Empire
- Asian, American African Societies - India - China - Japan - North/Central/South America - Africa

Topic 2: Modern World (50% of course)

This section can include such topics as:

- A 19th Century Study
- Art, Literature and Popular Culture
- Civil Rights
- Crime, Law and Punishment (including Jack the Ripper)
- Revolution and Evolution
- Slavery
- Genocide
- Sport, Music and Entertainment
- Racism
- Terrorism
- Medicine and Hygiene
- Intelligence and Security Organisations (CIA, ASIO, KGB, MI5)
- War and Peace
- Witch Hunts and Trials.

Course fees per year

Further information Mrs Rebecca Mizzi – Head Teacher ENGLISH/HSIE

FOOD TECHNOLOGY

Did you enjoy preparing and presenting food during Year 8 Technology lessons?

Outline

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Food Technology is an elective course designed to build upon the Technology (mandatory) course of Years 7 and 8.

Food Technology is an academic subject with students involved in written theoretical work, as well as practical applications. It is a "hands-on" course where students undertake a range of practical experiences and project-based leaning to complement the content being taught.

This course has applications in later vocations and professions as well as providing general life skills and experiences. It is an excellent background for the 2 Unit Year 11/12 Food Technology and Hospitality courses.

Topics

There are eight focus areas in Food Technology: Food in Australia, Food Equity, Food Product Development, Food Selection and Health, Food Service and Catering, Food for Specific Needs, Food for Special Occasions, Food Trends.

100-hour course delivery

- Students must undertake a range of practical experiences that occupy most of the course time.
- 3–4 focus areas must be delivered.
- Focus areas may be taught individually, concurrently or integrated.

200-hour course delivery

- Students must undertake a range of practical experiences that occupy the majority of the course time.
- 6–8 focus areas must be delivered.
- Focus areas may be taught individually, concurrently or integrated.

Course requirements

Students must wear a clean, fabric apron, hair cover or tie and covered protective shoes with leather uppers when working in the food preparation areas. This is for safety and hygiene purposes (WHS Act). An apron and container are to be provided by students for practical lessons.

Course fees per year $80.00 essential to cover materials used in food preparation and related activities. Fees should be paid early in each year.

Further information Mr Tom Rhodes – Head Teacher TAS

INDUSTRIAL TECHNOLOGY | METAL

Did you enjoy constructing projects from metal during Technology Mandatory lessons?

Outline

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The Industrial Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

Topics

When studying Industrial Technology Metal focus area, the below topics will be covered.

100 hours – Metal Core 1

The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication. Practical projects should 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 and sheet metal products

200 hours Fabrication Specialised Modules

When studying the 200-hour course option in addition to completing Metal Core 1, the Fabrication Specialised Modules will also be completed. In these modules students will use a variety of welding and fabrication processes to produce larger scale teacher negotiated projects.

Course requirements
An interest in design and the ability to apply best efforts to the development of practical projects. Safe work practices will be taught and expected in the workshop. It is a requirement that students wear protective leather shoes, long sleeve cotton drill shirts and pants for practical lessons.

Course Costs – 100 Hour $50.00 (1st Year), 200 Hour $70.00 (2nd Year)
The course fee will also provide general incidental items such as rivets, gases, wire, nuts and bolts etc, in addition to project material costs.

Further information Mr Tom Rhodes – Head Teacher TAS

INDUSTRIAL TECHNOLOGY | TIMBER

Did you enjoy constructing projects from wood during Technology Mandatory lessons?

Outline

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The Industrial Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

Topics

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module. Practical projects undertaken should 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

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Course requirements

An interest in design and the ability to apply best efforts to the development of practical projects. Safe work practices will be taught and expected in the workshop. It is a requirement that students wear protective leather shoes for practical lessons.

Material costs per year - 100 Hour $50.00 (1st Year), 200 Hour $60.00 (2nd Year)

The course fee will provide general incidental items such as screws, nails, glue, garnet paper and finishing products.

Students are required to pay for all materials to be used prior to beginning any project.

Further information Mr Tom Rhodes – Head Teacher TAS

COMPUTING TECHNOLOGY

Did you enjoy learning about Digital Technologies in Year 7 and 8?

Outline

Computing Technology 7–10 may be studied as a 100-hour or a 200-hour course. The content available for Stage 4 is identical to Stage 5. Teachers teaching the course in Stage 4 may adjust the Stage 5 outcomes as appropriate to the needs of students in Years 7 and 8.

Computing Technology 7–10 Syllabus has 6 focus areas:

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

Topics

100-hour course

- Students undertaking the 100-hour course are required to complete:
- at least one Enterprise Information Systems focus area
- at least one Software Development focus area
- 2–3 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

200-hour course

- Students undertaking the 200-hour course are required to complete:
- at least 2 Enterprise Information Systems focus areas
- at least 2 Software Development focus areas
- 4–6 focus areas either individually or combined
- practical learning and project work for most of the course time
- at least one group project.

Course fees per year NIL

Further information Mr Tom Rhodes – Head Teacher TAS

MARINE & AQUACULTURE TECHNOLOGY

Outline

The focus of Marine Studies is the cultural, commercial, environmental, and recreational aspect of the sea and how it is managed.

The aim of the Marine Studies syllabus is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water-related environments. By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. Students are required to examine the impact of technology and human activity on the marine environment. Students of marine Studies are engaged in both practical and theoretical learning activities inside and outside the classroom. This typically involves practical work in the technology workshops, the science lab, the food technology room or field trips to the marine environment. Theoretical activities focus on research tasks, class-based assessment activities as well as exams. All students must study the compulsory core units in Marine Studies. These units focus on developing and improving students swimming ability, the ability to recognise and respond to dangerous situations in the marine environment and develop the skills to render first aid when required. Students attempting this course MUST be competent swimmers. Students who are not keen swimmers should NOT elect this course. In addition to the core units of study students will study five focus units in each year.

Topics that may be covered include:

- Introduction to Marine and Aquaculture technology
- Dangerous Marine Creatures
- Living Together in the Sea
- Basic Snorkelling
- Fish Harvesting
- Marine Mammals

Course fees per year $20

Further information Mrs Nicole Dwyer – Head Teacher - SCIENCE

MUSIC

Outline

This course is for students who are enthusiastic about music. It is an extension of the Year 7 and Year 8 course and provides a basis for studying music in the Higher School Certificate. The main emphasis of this course is on performance and encompasses a wide range of practical experiences. Students will learn how to contribute as part of small and large ensembles and also as a soloist (where applicable).

In order to further enhance the students' understanding of music theory, practical applications of musical concepts will be taught wherever it is possible. Students will also learn how to improvise and compose various styles of music as part of their composition strand. Creativity is explored and anyone who plays an instrument (or is keen to learn one) and singers should consider this course.

It is important to note that no previous experience in learning music is necessary to do this course. Students will be given basic instruction on a variety of instruments in a wide range of styles.

Topics

The three strands of this course are performance, listening and composition. A wide range of musical styles will be studied through guided listening activities. These activities will enable the student to discover the vital musical characteristics of each style and apply them to their own performance and composition activities.

- Jazz
- Aboriginal music
- Rhythm
- Music theory
- Classical music
- History of music
- Music of other cultures
- Music of TV and film

Course fees per year

Further information Mrs Anne Torrens – Head Teacher MATHEMATICS/CAPA

PHOTOGRAPHIC AND DIGITAL MEDIA

Outline

Photographic and Digital Media is an exciting and engaging course which equips students with current skills, techniques and applications desired in creative fields and industry.

This course provides opportunities for students to create a range of images through darkroom and digital photography practice while studying a range of works from historical and contemporary time frames.

Photographic and Digital Media enables students to investigate new technologies, aesthetic composition, and creative manipulation of imagery. It invites students to represent their ideas and interests about their world, to engage in contemporary forms of communication and understand and write about their photographic processes.

Students participating in this course are provided with a variety of opportunities to study, make and exhibit works. They will present a portfolio of works demonstrating their knowledge and creative interpretation of thematic studies undertaken in this artistic medium.

Topics

- OHS associated with photography
- History of photography
- Basic photography processes– both wet (darkroom) and digital techniques
- Camera skills
- Aesthetic and Compositional skills
- Digital imaging using Photoshop
- Basic film, video, stop motion and animation
- Portfolio work

Course requirements

USB, Photography Process Diary

Course fees per year

Further information Mrs Anne Torrens – Head Teacher MATHEMATICS/CAPA

PHYSICAL ACTIVITY AND SPORTS STUDIES

Outline

Physical Activity and Sport Studies (PASS) is designed as an extension of Year 7-10 PDHPE and provides a solid foundation to Year 11-12 PDHPE and SLR. It caters for the talented sportsperson and provides an opportunity for students with a high academic ability coupled with a passion for sport to excel. PASS is an extremely popular course and is particularly relevant to those students who may be considering a career in Exercise Science.

PASS promotes the concept of learning through movement and provides students with opportunities to develop their movement skills and analyse movement performance. Students engage in a wide range of physical activities not available in Core PDHPE including Archery, Orienteering, Golf, Circus Skills, Outdoor Education and Fitness. Students attain not only a detailed theoretical understanding of Sport Science but are also introduced to valuable skills in organisation, enterprise, leadership and communication.

Students may also have the opportunity to participate in a variety of experiences, including excursions, visiting sports and training facilities and bushwalks/camps. PASS provides opportunities for personal challenge, enjoyment and satisfaction as well as positive interaction with others as members of a team promoting leadership, cooperation and sportsmanship.

Topics

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
	• 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	• 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	• Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

Course requirements

Students are required to participate in both theory and practical components of PASS. Students will have five periods per cycle, and this will include both theory and practical lessons. Students MUST wear Gunnedah High School sports uniform and are expected to be actively engaged in practical lessons.

Course fees per year As this subject involves participation in a wide range of recreational activities e.g. gym, tennis, pool etc. There may be additional costs involved in fees for venues, instructors and bus fares - with the possibility of excursions and/or camps which may involve an additional fee.

Further information Mr Alex Boulus - Rel. Head Teacher PDHPE

TEXTILES TECHNOLOGY

Did you enjoy constructing project work from fabric during Technology Mandatory lessons?

Outline

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

Topics

There are three areas of study:

- Design
- Properties and Performance of Textiles
- Textiles and Society.

The relevant content from each area of study and the project work will be selected and integrated when creating a unit of work. Students undertaking a 100-hour course must complete all content from project work and content from areas of study appropriate to the project and focus area selected. Teachers of the 100-hour course must ensure that all outcomes are addressed when selecting content from the areas of study. Students undertaking the 200-hour course must complete all content in each area of study and project work.

Course requirements

It is a requirement that students wear protective leather shoes for practical lessons.

Cost of materials A materials cost of $70.00 per year

Further information Mr Tom Rhodes – Head Teacher TAS

VISUAL ARTS

Outline

Visual Arts offers students a unique opportunity to develop abilities of self-expression through the use of the visual and sculptural media by developing appropriate skills and approaches. This subject offers rich and exciting ways to communicate ideas and feelings to others that go far beyond the written word and express individuality and originality.

Students are encouraged to become involved in the creative processes of experimentation, development of skills, problem solving and evaluating when making art works and writing about art processes/history. Students will experience being makers and creators, as well as critics and theorists.

The course is designed to enhance skills, creative attitudes self-reliance, self-esteem and self-confidence in a co-operative environment. The critical and creative thought skills developed are greatly valued in many commercial work situations.

Topics

Some of the art media used are:

- Painting and Drawings
- Mixed Media
- Sculpture
- Ceramics
- Art and technology

The course components are:

- Art making - 60%
- Critical and Historical Studies - 40%

Course requirements

The environment offers much of the stimulus for creative work so excursions are a part of this course. All students require a Process Diary.

Course fees per year

Additional costs may apply depending on materials used.

Further information Mrs Anne Torrens – Head Teacher MATHEMATICS/CAPA