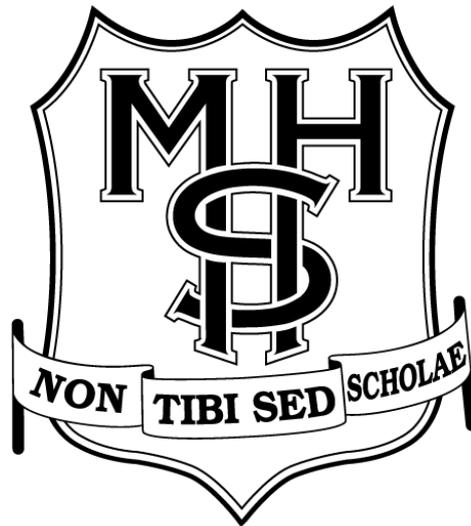


# MUDGEE HIGH SCHOOL



*Providing high quality education in a safe,  
respectful and responsible environment*



SAFE  
RESPECTFUL  
RESPONSIBLE



## JUNIOR CURRICULUM HANDBOOK

**2017 - 2018**

Issued Term 4

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# JUNIOR CURRICULUM

## GENERAL INFORMATION

Welcome to Mudgee High School. This school community is proud of its school and of the achievements of its students. We are constantly striving to provide high quality education in a stimulating and caring environment.

At Mudgee High School, we are committed to providing the best possible opportunities for all students. To ensure this happens, many hours of research, discussion and consultation have gone into developing curriculum structures for junior students. These structures are being continually monitored and modified where appropriate. It is inevitable that change will occur in schools as the world around us is changing so rapidly.

If students satisfactorily complete their studies in the junior school and satisfy the requirements of the NSW Education Standards Authority (NESA) and the Department of Education (DoE) they will be issued with a Record of School Achievement (RoSA).

## CURRICULUM STRUCTURE

In the junior school, we have a semesterised system. This means that all courses are made up of modules which last for either one semester (50 hour modules) or two semesters (100 hour modules). Each student is required to complete various compulsory and elective modules each semester.

Over Years 7 – 10 there are a number of compulsory courses which need to be completed. See the table – Stage 4/5 Mandatory Requirements (pg 7)

### YEAR 7

Year 7 students are placed into classes when they arrive at high school and spend the first year doing all their subjects (except for Technology (mandatory) and Visual Art) in the same class group. These classes are streamed into anything up to three streams based on advice from the primary schools and tests given to the students in Year 6. These classes may be adjusted at the end of first semester.

All Year 7 students do the same subjects. They are:

- English
- Mathematics
- Science
- History/Geography (a semester of each)
- Personal Development, Health & Physical Education (PDHPE)
- Technology (mandatory)
- Music
- Visual Art
- Japanese
- Each class also has a sport time integrated into their timetable.

### YEARS 8 – 10

As well as being semesterised, Years 8 – 10 operate under a combination of year-based classes and vertically integrated classes. Generally, English, Mathematics, Science, History/Geography and Sport classes are based on years while all other Key Learning Areas have vertically integrated classes.

See page 5 for a full explanation of Vertical Integration.

## **ENGLISH**

In Years 7 – 10, English is the study and use of the English language in spoken, written and visual forms. English is mandatory for all students in all years because the skills, knowledge and understanding acquired in English are central to learning.

The course focuses on composing texts and responding to texts. It includes study of literature texts like poetry, novels, drama and non-fiction; media texts like TV, newspapers, CD ROMs and film or digital texts such as web pages. In Stage 5 when students are issued their laptops, the use of digital technology and software programs is more diverse. While information technology is an important part of English, students should be aware that reading, writing, speaking and listening remain vital skills. Developing those skills is a substantial part of English.

In English, students can expect to read from a wide range of texts. They can expect to respond to those texts in written, visual, digital and spoken forms. They will be expected to discuss texts to show comprehension of the content of texts as well as understanding of the ideas behind the texts. Students can expect to write often and to write in a variety of genres and for different audiences, recognising that different language is selected for different contexts.

English is committed to developing communicators, thinkers, lifelong learners and active citizens. It supports the development and expression of personal values and gives expression to students' hopes and ideals.

## **MATHEMATICS**

The essential content for Mathematics in 7 – 10 is structured using one process strand

- Working Mathematically

And five content strands

- Number
- Patterns and Algebra
- Data
- Measurement
- Space and Geometry

In Year 8, the Mathematics classes are graded based on Year 7 results and teacher recommendation. All students follow the same course (Stage 4 Mathematics) but the depth of treatment may vary depending on the students' level of understanding of the topic. The aim is for students who are conscientious to succeed.

In Years 9 and 10, all students will be studying Stage 5 Mathematics. All students must, as a minimum, complete topics covered under the Stage 5.1 level. More capable students will be extended and will cover topics in Stage 5.2 and 5.3. Students are placed in appropriate classes on teacher recommendation in conjunction with student choice. If a student is finding a level too demanding it is possible to change to an easier level in second semester. However, students would find it difficult to move up to a more demanding class except in the most exceptional cases.

Additional courses in Mathematics (MA01 and MA02) are also offered in the elective lines.

## VERTICAL INTEGRATION

This is an approach to curriculum organisation that allows students maximum flexibility and choice. It essentially means that the timetable is arranged in such a way as to allow students in Years 8, 9 and 10 access to the same courses in Key Learning Areas other than English, Mathematics, Science and HSIE. This means that classes are based on ability, readiness and interest rather than simply on age.

We believe that this system provides a number of advantages for our students:

- Students have to be more involved in the planning and selection of their courses. This encourages them to become more responsible for their own education and to engage in learning.
- It allows students to work at their own rate, choosing courses that are appropriate to their own needs, interests and abilities. It provides opportunities that give students different times to reach course outcomes.
- It allows for extension, acceleration and consolidation.
- It gives students the flexibility to change direction with elective courses if needs and interests change.
- Semesterisation allows students to experience more immediate success, as shorter-term goals are more realistic and attainable.
- It allows some courses to operate as composite classes with students from more than one year group. This provides students with choices that might not normally be available.
- It actively involves students, the school and parents in the selection process on a regular basis.

### NOTE:

- Some English, Mathematics, Science and HSIE modules may be also offered as additional elective courses as part of the vertically integrated structure to allow students to extend, enrich and consolidate in these Key Learning Areas.
- In Year 8, some PDHPE modules and Technology (mandatory) are included as part of the mandatory curriculum.
- Year 8 students choose two subjects from two elective lines per semester.
- Years 9 and 10 students each have three elective lines.

# **CHOOSING COURSE PATTERNS**

## **PROCEDURES**

The following factors will influence module selection:

- Record of School Achievement (RoSA) as set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE)
- School requirements
- The availability of modules
- The difficulty level of the module
- Timetable and other organisational considerations

This booklet gives module lists in all Key Learning Areas and a brief description of all modules.

Students will be asked to make selections based on this information several weeks before the modules commence.

Students will be given guidance within classes about their choice of modules. They will then have the opportunity to discuss selections with parents.

Teachers with roll groups will provide further advice related to the total pattern of choice.

The Junior Curriculum Coordinator will keep a record of all modules studied by students and will be available to give advice.

Some modules may not be offered if there are insufficient students who wish to do them. In those instances, students will be allocated a place in an alternative module by taking into account their second and third preferences.

## **STAGES**

Stage 4 refers to Years 7/8

Stage 5 refers to Years 9/10

## **RULES and PREREQUISITES**

With each module list, there are important rules to follow. These should be read carefully before making selections. A prerequisite is a course that must be completed prior to the one being selected. Prerequisites are put in place to ensure that a student has the necessary skills and knowledge of content to satisfactorily attempt the course.

## Record of School Achievement (RoSA) CREDENTIALLING

Students, on satisfactorily completing their junior schooling are able to access their results from the NSW Education Standards Authority website.

- The RoSA is a record of all courses completed in Year 9 and 10 along with grades awarded by the school and hours of study.
- Subjects recorded on the Record of Achievement Part A are recorded as either 100 hour or 200 hour courses. For elective courses to appear on this document, students must have completed at least 100 hours in that course at some time during Years 8, 9 or 10. Both 100 hour and 200 hours courses can be made up of any combination of 50 and 100 hour modules.

### STAGE 4/5 MANDATORY REQUIREMENTS

KEY LEARNING AREA (KLA)	HOURS	COMMENTS
English	400	
Mathematics	400	
Science	400	
Human Society and Its Environment (HSIE)	400	200 hours History 200 hours Geography
Personal Development, Health and Physical Education (PDHPE)	300	A PDHPE module of at least 50 hours in length must be studied in Yrs 9 and 10. Two modules per year in Yrs 7 and 8 are studied compulsorily
Creative Arts	200	100 hours of Art and 100 hours of Music will be studied in Yr 7.
Technological and Applied Studies	200	50 hours of Mandatory Technology will be studied in each semester during Yrs 7 and 8.
Languages	100	The 100 hours must be completed in the same language. It will be completed in Yr 7.

### These are the Minimum hours for students in public schools

Literacy & numeracy testing is an optional activity that may be undertaken when the student is leaving school.

## KEY TERMS

**ONE SEMESTER** = 20 weeks  
= 2 terms  
= Half the year

**MODULE** = some modules are 50hr in length (one semester)  
Other modules are 100hr in length (two semesters)  
= 4 x 40 minute periods a week

## COURSE

The number of hours, set out by the NSW Education Standards Authority, for which a subject must be studied by each student during Years 7 to Stages 4 and 5 combined. An example is Science where each student **must** study the course for 400 hours.

## PREREQUISITE

A course which must be completed satisfactorily before selecting the module under consideration.

## KEY LEARNING AREA (KLA)

The way in which subjects are divided and grouped within the school. There are eight Key Learning Areas:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE)
- Languages
- Creative Arts
- Technological and Applied Studies (TAS)
- Personal Development, Health and Physical Education (PDHPE)

**Five Key Learning Areas must be studied in each Year 7 – 10. These are:**

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education

The Key Learning Areas of **Technological and Applied Studies, Creative Arts and Languages** must be studied at some time over Years 7 – 10 but need not be studied in each Year.

At Mudgee High School the mandatory requirements in these subjects are completed in Years 7 and 8.

## NSW EDUCATION STANDARDS AUTHORITY (NESA)

This is a NSW government body which is responsible for:

- Curriculum development for classes from Kindergarten to Year 12 (K – 12).
- Examinations and assessment for the RoSA.

## **CURRICULUM**

All that is studied within a certain year or within the school.

## **SYLLABUS**

An outline of what must be studied within each Key Learning Area, determined by the Board of Studies.

## **MODULE CODES**

▪ ABORIGINAL STUDIES	ABS
▪ AGRICULTURAL TECHNOLOGY	AG
▪ COMMERCE	COM
▪ CAREERS	CA
▪ CHILD STUDIES	CD
▪ COMPUTING STUDIES	CS or IST
▪ DRAMA	DR
▪ DESIGN AND TECHNOLOGY	DT
▪ FOOD TECHNOLOGY	FT
▪ GEOGRAPHY	GE
▪ HISTORY	HI
▪ JAPANESE	JA
▪ MATHEMATICS	MA
▪ MUSIC	MU
▪ PDHPE	PD
▪ SCIENCE	SC
▪ SUPPORT	SU
▪ GRAPHICS TECHNOLOGY	TG
▪ INDUSTRIAL TECHNOLOGY (ELECTRONICS)	TE
▪ INDUSTRIAL TECHNOLOGY (TIMBER)	TW
▪ INDUSTRIAL TECHNOLOGY (METAL)	TM
▪ TEXTILES TECHNOLOGY	TX
▪ VISUAL ARTS	VA

# **CREATIVE ARTS**

**DRAMA  
MUSIC  
VISUAL ARTS**

- **Module Lists**
- **Rules**
- **Module Descriptions**

# DRAMA MODULE LIST

MODULE NO.	NAME	STAGE
DR01 50 hours	WIDEN YOUR EXPERIENCE	
DR02 50 hours	PLAY THE SCRIPT	
DR03 50 hours	BEFORE THE CAMERA	
DR04 50 hours	MASK, MIME, COMEDY, CLOWNING	
DR06 50 hours	THE GREATS	

## **RULES:**

- DR01 must be studied before any other drama module.
- A 100 hour drama course is 2 modules. A 200 hour course is 4 drama modules.

## **DRAMA MODULE DESCRIPTIONS**

### **DR01      WIDEN YOUR DRAMATIC EXPERIENCES    (50 hours)** **(Mostly year 8)**

This module is designed to open students' eyes to the exciting world of theatre, acting and imaginative performances. The course introduces students to characterisation, improvisation and performance through games and role plays. Team work is developed, communication is essential and students develop co-operation and are introduced to the skills required for performance. Students will explore various theatrical styles and will be introduced to great practitioners.

**DR02      PLAY THE SCRIPT      (50 hours)**

“The pen is mightier than the sword” is an expression that has been used for many years. Words spoken powerfully and persuasively can be highly effective in many contexts including the theatre. We will develop short comic scripts in groups and explore our ideas through script writing. Not only that, students will build on their performance skills developed in Drama 1 such as improvisation, role play, script reading and writing, games and practical exercises.

**DR03      BEFORE THE CAMERA      (50 hours)**

The glitz and glamour of the silver screen is a drawcard for many people interested in Drama. Learn the skills of acting for film and TV, refining performance and production. Students will be introduced to pre-production and post production skills.

**DR04      MASK, MIME, COMEDY, CLOWNING      (50 hours)**

Enter the fantasy world of mask and mime, explore what makes clowns more than slapstick figures, learn what makes comedy funny, developing skills in a range of styles. This module will allow students to experiment with masks, to develop mime as an art, to learn the skills of a clown and comic. The history of these arts, in particular commedia dell’arte, and how they have influenced modern comedy will be reviewed. Practical experimentation will be encouraged.

Subject fee applies.

**DR06      THE GREATS      (100 hours)**

Explore a range of comic and dramatic plays and styles from Ancient Greece through to Broadway and the West End including plays from our own backyard. Thread the boards with Shakespeare, Meryl Streep, Laurence Olivier and Cate Blanchett. The opportunity to perform in public will be a possibility.

# MUSIC MODULE LIST

MODULE NO.	NAME	STAGE
MU01 50 hours	PLUCKIN' , STRUMMIN' ,TAPPIN' , & HUMMIN' (MAINLY YEARS 8 AND 9)	
MU02 50 hours	LONG WAY TO THE TOP (MAINLY YEARS 8 & 9)	
MU03 50 hours	MUSIC FOR SMALL ENSEMBLES (YEARS 9 AND 10)	
MU04 50 hours	POPULAR MUSIC (YEARS 9 AND 10)	
MU05 50 hours	MUSIC AND THE MEDIA (YEARS 9 AND 10)	
MU06 50 hours	MUSIC OF A CULTURE (YEARS 9 AND 10)	

## RULES:

- Two modules during Years 9 & 10 qualify you for 100 hours for the RoSA.
- Four modules during Year 9 & 10 qualify for 200 hours for the RoSA

## MUSIC MODULE DESCRIPTIONS

### **MU01      PLUCKIN' , STRUMMIN' , TAPPIN' & HUMMIN'      (50 hours)**

A practical course designed for students to develop their skills in performance on the guitar, keyboard or voice. Theory work will support the development of these skills. We will focus on larger group performance skills.

### **MU02      LONG WAY TO THE TOP      (50 hours)**

This is a good course to continue your musical development following on from Year 7. Students will perform, compose and listen to music and will concentrate on developing practical skills on their instrument or voice. We will give more attention to developing solo performance skills.

**MU03      MUSIC FOR SMALL ENSEMBLES      (50 hours)**

**(Semester one)**

A course for students which builds on the skills and knowledge that students have acquired in previous courses. Students will experience performance within a small ensemble and will be given the opportunity to develop their skills in composition and listening. Small ensembles may include vocal groups, rock bands and duets.

**MU04      POPULAR MUSIC      (50 hours)**

**(Semester one)**

Students will explore the world of popular music by performing, composing and listening. We will learn how to structure songs using popular music conventions. Throughout the course performance will focus on solo skills.

**MU05      MUSIC AND THE MEDIA      (50 hours)**

**(Semester two)**

Using technology to create advertisements, music for computer games and to enhance video, this course focuses on the use of music in film, radio, television and multimedia. Students will perform, compose and listen to continue their musical development.

**MU06      MUSIC OF A CULTURE      (50 hours)**

**(Semester two)**

Surf, Punk, Hip Hop, Urban, Country & World Music are all possible avenues for students to study in this course. Students are expected to use performance, composition and listening to show their understanding of the cultural aspects which they will study.

# VISUAL ARTS MODULE LIST

MODULE NO.	NAME	STAGE
VA03 50 hours	WEIRD AND WARPED (Mainly Year 8)	
VA04 50 hours	CLAY and CONTAINERS (Mainly Year 8)	
VA05 50 hours	COMMERCIAL ART (Mainly Year 8)	
VA06 50 hours	DRAWN TO DRAWING (Mainly Year 8)	
VA07 50 hours	PHOTO IMAGING (Years 9-10) Semester 2 only	
VA10 50 hours	SCRATCH, SLOP AND DRIBBLE (Year 9-10) Semester 1 only	
VA11 50 hours)	COLLECTION OF WORKS 1 (Year 10)	
VA12 50 hours	COLLECTION OF WORKS 2 (Year 10)	
VA13 50 hours	EXTEND YOUR DRAWING SKILLS (Years 8-9)	
VA14 50 hours	MAD HATTERS TEA PARTY (Years 8-9)	
VA20 100 hours	CARVE, MODEL, CONSTUCT (Years 9-10)	
VA21 100 hours	THROUGH THE LENS: BODY ART (Years 9-10)	

## RULES:

- The appropriate year level for each module is shown in brackets above.
- A minimum of two modules must be studied in Years 9, 10 to gain credit towards the RoSA. Students will be assessed on a Collection of Artworks and Visual Arts Diary from these modules.
- Four modules must be studied during Years 9, 10 to appear on the RoSA as a 200 hour course. It is recommended that students studying 200 hours for the RoSA complete Major Work 1 and Major Work 2 in Year 10. Students will be assessed on a Collection of Artworks and Visual Arts Diary from these modules.

**Please note: A fee applies for all Visual Arts modules.**

# VISUAL ARTS MODULE DESCRIPTIONS

## **VA03 WEIRD AND WARPED (50 hours)** (Mainly Year 8)

Students will make experimental and imaginative artworks. They will use imagination and fantasy to create artworks using both traditional and unusual art making materials and techniques. Students will explore the weird and wonderful ways that artists have interpreted their world.

The aim is for you to be open to change and more willing to take chances in your art making.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

## **VA04 CLAY and CONTAINERS (50 hours)** (Mainly Year 8)

Would you like to express your creativity through clay? This course will take you on an inventive journey exploring the language of clay and using your imagination as you learn modelling and construction techniques and develop your knowledge and expertise of surface, texture, colour and glazes – learn the main handbuilding techniques used in clay work.

Materials such as wire, cardboard, papier mache or wood will be used to make 3 dimensional containers as well as clay modelling.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

## **VA05 COMMERCIAL ART (50 hours)** (Mainly Year 8)

We live in a world full of visual images. Enter the world of design. Posters, Designer Labels, Logos, Cartoon Strips and Book Illustrations are all created by commercial artists. Explore different drawing and painting techniques to create a portfolio of amazing commercial artworks. Other techniques such as printmaking, animation and 3D art making may also be included.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

## **VA06 DRAWN TO DRAWING (50 hours)** (Mainly Year 8)

Do you want to improve your drawing skills? This exciting module is designed to teach skills in a wide variety of subjects, real and imaginative. Make jottings, sketches and finished artworks ready for framing with charcoal, pencils, oil and chalk pastels, ink and line work, tone and wet/dry brush techniques. The aim is for you to be open to change and more willing to take chances in your drawing.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA07 PHOTO IMAGING (50 hours)**

**(Semester 2 only)** (Years 9 – 10)

Students will explore the visual world through photographic techniques and other man-made image makers (for example, fax, photocopier, photo silk-screen, computer image scanning, handmade negatives, and photographs without a camera).

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA10 SCRATCH, SLOP AND DRIBBLE (50 hours)**

**(Semester 1 only)** (Years 9 – 10)

Do you have some painting experience and want to extend your ideas, compositional skills and techniques? Then this is the course for you, students will learn how to organise and compose a painting, mix colours they want and learn techniques of applying acrylic and watercolour paint. Students will also study relevant artists.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA11 COLLECTION OF WORKS 1 (50 hours)**

(Year 10)

Do you want to explore and develop your individual ideas and understanding of art making? You will produce a series of artworks. You will be guided through a series of structured exercises using a variety of subject matter and incorporating drawing, painting, printing, photography, printmaking, clay and 3D construction art making.

You will be encouraged to use different materials and techniques whilst working on your ideas and interests as part of your own extended projects.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA12 COLLECTION OF WORKS 2 (50 hours)**

(Year 10)

Students will further develop and produce a series of artworks using their skills and knowledge from previous modules. This module utilises a wide range of art materials and techniques. You will take control of your own ideas and interests. The aim is for you to be open to change and more willing to take chances in your art making.

This module is a useful stepping-stone for those wishing to study Visual Arts in the Senior School.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA13      EXTEND YOUR DRAWING SKILLS      (50 hour)**

(Years 8 – 10)

Explore the possibilities of turning single drawings into multiple images using techniques such as ETCHING, LINO, SCREENPRINTING. Experiment with traditional (DARKROOM) and digital photographic techniques.

**VA14      MAD HATTER'S TEA PARTY      (50 hours)**

(Years 8 – 10)

Clay, a building block of sculpture, features in this module. Use your imagination to sculpt a tea pot and a platter suitable for the Mad Hatter. Other skills will include fabric design and papier mache. Extension tasks may include the construction of a "Mad" hat and party invitations on posters.

**VA20      CARVE, MODEL, CONSTRUCT      (100 hours)**

(Years 9 – 10)

Have you ever wanted to be more hands on with your art making? Mould clay, carve into wood/stone/plaster, make plaster moulds, solder metal, snap, break, glue, tie and nail anything and everything into sculptural masterpieces ranging from small delicate toy like artworks to large and imposing art statements.

This course is designed for those students who love to model, carve and build 3D artworks.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

**VA21      THROUGH THE LENS: BODY ART      (100 hours)**

(Years 9 – 10)

Do you want to make artworks that can be worn, draped or wrapped on the human body? This module will allow you to develop interesting body artworks through the exploration of a variety of materials and techniques.

These may extend from the toe tantalising footwear, through exciting and bizarre jewellery to weird and wonderful head wrapping hats. These artworks are designed to adorn the human body.

Photography is also included. Capture all your body art creations with a camera. Learn how to make art photographs as a means of documenting your BODY ART. This module introduces camera skills, black and white film processing and darkroom procedures, as well as digital photography – mixing digital and traditional methods to inspire creative photography.

Special requirements: Visual Arts Diary (Sketchbook), paintshirt, 2B pencil.

# **Human Society and its Environment (HSIE)**

**COMMERCE**

**GEOGRAPHY** (Mandatory & Elective)

**HISTORY** (Mandatory & Elective)

**ABORIGINAL STUDIES**

- **Module Lists**
- **Rules**
- **Module Descriptions**

# COMMERCE MODULE LIST

MODULE NO.	NAME	STAGE
COM1 50 hours	WANTING WALLS WHEELS & WILLS	
COM2 50 hours	CREATING WEALTH	
COM3 50 hours	THE LAW AND YOU	
COM4 50 hours	LIFE'S ESSENTIALS (WORK, TAXES, VOTING & TRAVEL)	

## RULES:

- Commerce is an elective subject.
- For any elective subject to appear on a student's RoSA it must be studied for a minimum of 100 hours (2 modules).
- All Commerce modules may be studied by students from Years 8 – 10. Courses studied in Years 8, 9 & 10 may be counted towards an application for 100 or 200 hours of Commerce to be acknowledged on the RoSA.
- Commerce is an ideal subject for the RoSA and provides excellent grounding for a range of senior subjects.
- COM 1 & COM 3 will operate in Semester 1 of each year.  
COM 2 & COM 4 will operate in Semester 2 of each year.

## COMMERCE MODULE DESCRIPTIONS

### COM 1      WANTING WALLS, WHEELS & WILLS      (50 hours)

Money – So hard to earn, so easy to spend! Being a wise and careful consumer is not luck, its good management in these days of high pressure selling and slick advertising. This module is a “must” for all students. It deals with –

- How we make consumer and investment decisions
- Our consumer rights when facing scams and faulty products
- Methods of payment including cash, cheque, EFTPOS, credit cards and personal loans
- Leaving home and renting a flat (legal and financial requirements)
- Buying a car
- Preparing your will

## **COM 2 CREATING WEALTH**

**(50 hours)**

Do you dream of the good life and being independently wealthy? If so, this module is for you as it deals with how to run your own business and how to wisely manage the money that you earn.

Topics include –

- Earning an income
- Spending and saving money
- Borrowing money
- Managing your finances
- Insurance and investment planning
- Running your own business

## **COM 3 THE LAW AND YOU**

**(50 hours)**

Laws affect us every day and in everything that we do. Most students are fascinated by the law and by what happens to those that break the law. They are also keen to understand why we have the laws that we do. We study real cases and real laws to better understand –

- Why we have laws
- How the legal system works
- How courts work
- What role juries play
- How our laws are made and are our laws fair to everyone
- Which governments are involved in laws?
- How do our criminal laws work?
- Current controversial laws and legal decisions

## **COM 4 LIFE'S ESSENTIALS – WORK, TAXES, VOTING & TRAVEL (50 hours)**

This module, dealing with life's essentials, covers the topics of –

- Taxation and Work – these will occupy a significant part of our life. Understanding them is essential to get the most out of each. Areas of study include: The workplace, Types of employment, Legal issues in the workplace, paying tax and contributing to superannuation.
- Voting in a Democracy – in this fortunate country it is our right and responsibility to choose who will lead us. Areas of study include: Voting and electing our government
- Travel – either locally or internationally for work or leisure, occupies our dreams, our time and our money. Areas of study include: destinations, planning a trip, organising itineraries, solving travel problems, legal requirements.

# GEOGRAPHY MODULE LIST

<b>COMPULSORY MODULES</b>		
<b>MODULE NO.</b>	<b>NAME</b>	<b>STAGE</b>
<b>STAGE 4 GEO</b> 100 hours	<ul style="list-style-type: none"> <li>• Landscapes and Landforms</li> <li>• Place and Livability</li> <li>• Water in the World</li> <li>• Interconnections</li> </ul> <p style="text-align: center; margin: 0;">Studied by all students across the whole of Year 7, Semester 1 &amp; Semester 2</p>	
<b>09 GEO</b> 100 hours	<ul style="list-style-type: none"> <li>• Sustainable Biomes</li> <li>• Changing Places</li> </ul> <p style="text-align: center; margin: 0;">To be studied by all students during Semester 1 or Semester 2 of Year 9</p>	
<b>10 GEO</b> 100 hours	<ul style="list-style-type: none"> <li>• Environmental Change and Management</li> <li>• Human Wellbeing</li> </ul> <p style="text-align: center; margin: 0;">To be studied by all students during Semester 1 or Semester 2 of Year 10</p>	
<b>ELECTIVE MODULES</b>		
<b>GEO1</b> 50 hours	<ul style="list-style-type: none"> <li>• Physical Geography</li> <li>• Oceanography</li> </ul>	
<b>GEO2</b> 50 hours	<ul style="list-style-type: none"> <li>• Primary Production</li> <li>• Global Citizenship</li> </ul>	
<b>GEO3</b> 50 hours	<ul style="list-style-type: none"> <li>• Australia's Neighbours</li> <li>• Political Geography</li> </ul>	
<b>GEO4</b> 50 hours	<ul style="list-style-type: none"> <li>• Interactions and Patterns along a Transcontinental Transect</li> <li>• Junior Geography Research Project</li> </ul>	

## **RULES:**

- All students will study Stage 4 Geography in Year 7
- All students must study modules G9 & G10 in Years 9 & 10 respectively
- In addition to the compulsory modules students may select additional modules of Elective Geography from the table above. These modules will only appear on the RoSA if at least 100 hours (2 modules) are studied and that study occurs during Years 8, 9 or 10
- If a student studies an Elective Geography module in Year 8, this may be counted towards an application for 100 or 200 hours on their RoSA

# **ELECTIVE GEOGRAPHY MODULE DESCRIPTIONS**

## **GEO 1      PHYSICAL GEOGRAPHY AND OCEANOGRAPHY      (50 hours)**

The natural world is ever changing. Plate tectonics cause volcanic eruptions and earthquakes to occur. The surface of the earth is always changing due to the processes of weathering, erosion, deposition and mass movement. Climate and weather are topics of every day conversation. Our oceans are warming up and our icecaps are melting down. Find out about the intricate connections between all these elements.

## **GEO2      PRIMARY PRODUCTION AND GLOBAL CITIZENSHIP (50 hours)**

Ever wondered how your steak got grown? Ever considered how primary production is connected from a local to a national to a global scale? Find out about the patterns, functions and issues associated with primary production and how you can become an informed, responsible and active global citizen.

## **GEO3      AUSTRALIA'S NEIGHBOURS AND POLITICAL GEOGRAPHY (50 hours)**

Australia is a 'westernised' nation located at the southern end of the Asian continent. Learn more about the environments of Australia's neighbours and specific geographical issues within the Asia-Pacific Region. Find out what drive some of our political tensions and conflicts, and investigate some of the possible strategies towards effective resolutions.

## **GEO4      INTERACTIONS AND PATTERNS ALONG A TRANSCONTINENTAL TRANSECT AND THE JUNIOR GEOGRAPHY RESEARCH PROJECT      (50 hours)**

Find out about the factors responsible for causing variations in spatial patterns across a continent from one specific location to another. Create a research question to find out more about these variations and conduct research into an area that interests you most.

# HISTORY MODULE LIST

<b>COMPULSORY MODULES</b>		
<b>MODULE NO.</b>	<b>NAME</b>	<b>STAGE</b>
STAGE 4 HIS 100 hours	<ul style="list-style-type: none"> <li>• The Ancient World</li> <li>• The Ancient to the Modern World</li> </ul> <p>To be studied by all students in Year 8, across Semester 1 &amp; Semester 2</p>	
09 HIS 100 hours	<ul style="list-style-type: none"> <li>• The Making of the Modern World</li> </ul> <p>To be studied by all students during Semester 1 or Semester 2 of Year 9</p>	
10 HIS 100 hours	<ul style="list-style-type: none"> <li>• The Modern World and Australia</li> </ul> <p>To be studied by all students during Semester 1 or Semester 2 of Year 10</p>	
<b>ELECTIVE MODULES</b>		
HE01 50 hours	<ul style="list-style-type: none"> <li>• Lords and Ladies, Castles and Crusades</li> </ul>	
HE02 50 hours	<ul style="list-style-type: none"> <li>• Digging up the past</li> </ul>	
HE03 50 hours	<ul style="list-style-type: none"> <li>• Rome – From Village to Empire</li> </ul>	
HE04 50 hours	<ul style="list-style-type: none"> <li>• Revolutions</li> </ul>	

## **RULES:**

- All students must study modules Stage 4 in Year 8, H9 & H10 in Years 9 & 10 respectively
- In addition to the compulsory modules students may select additional modules of Elective History from the table above. These modules will only appear on the RoSA if at least 100 hours (2 modules) are studied and that study occurs during Years 8, 9 or 10
- If a student studies an Elective History module in Year 8, this may be counted towards an application for 100 or 200 hours on their RoSA

# ELECTIVE HISTORY MODULE DESCRIPTIONS

## **HE01 LORDS AND LADIES, CASTLES AND CRUSADES (50 hours)**

In this unit you will study medieval and early modern Europe from about AD800 to 1600. As well as dank dungeons, crumbly castles and knock-kneed knights, you will be studying crime and punishment (do you know what happened to Mel Gibson at the end of *Braveheart*?) We will also be looking at how this era is represented in film.

## **HE02 DIGGING UP THE PAST (50 hours)**

This involves a study of the archaeology of the ancient world, specifically the Middle East, Egypt and Britain. Did you know that the Sumerians invented writing and possibly also the wheel? One of the themes of the unit will be myths and legends, and we will also be looking at the online resources of famous museums.

## **HE03 ROME – FROM VILLAGE TO EMPIRE (50 hours)**

In this unit, we will explore the origins of ancient Rome. Were Romulus and Remus really raised by a wolf? We look at how Rome became leader of Italy and then mistress of the Mediterranean, beating the Carthaginians at their own game of naval supremacy. Literature from the past, historical fiction and sport and entertainment are themes which will be covered.

## **HE04 REVOLUTIONS (50 hours)**

Revolutions are often, but not always, violent. This elective looks at the most important revolutions in human history. Starting with the original agricultural revolution of the Stone Age (possibly the most important of all), we examine famous events like the French and American Revolutions as well as more recent ones. Revolutions can be political, social or technological. Whatever sort they are, they all bring change. The elective will also incorporate the theme of war and peace, and how history is constructed through websites.

# ABORIGINAL STUDIES MODULE LIST

<b>MODULE NO.</b>	<b>NAME</b>	<b>STAGE</b>
ABS1 50 hours	ABORIGINAL IDENTITIES	
ABS2 50hours	ABORIGINAL AUTONOMY	

## **RULES:**

- Aboriginal Studies is an elective subject.
- For any elective subject to appear on a student's RoSA it must be studied for a minimum of 100 hours (2 modules).
- All Aboriginal Studies modules may be studied by students from Years 8 – 10. However, only those courses studied in Years 9 & 10 appear on the RoSA.
- Aboriginal Studies is an ideal RoSA course and provides excellent grounding for a range of senior subjects.
- ABS1 will operate in Semester 1 of each year.  
ABS 2 will operate in Semester 2 of each year.

## **ABORIGINAL STUDIES MODULE DESCRIPTIONS**

### **ABS1 ABORIGINAL IDENTITIES (50 hours)**

The focus of this module is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Students explore the social factors and experiences that affect identity and cultural expressions. This module 1 also develops knowledge and understanding about appropriate consultation protocols so that students are able to work effectively with their local Aboriginal communities.

### **ABS2 ABORIGINAL AUTONOMY (50 hours)**

The focus of this module is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy. Students explore the activities of organisations, movements and individuals who have worked towards Aboriginal autonomy, with a focus on:

- an Aboriginal response to an aspect of the content of the module that demonstrates self-determination
- a broader community response to the selected aspect of content

# LANGUAGES

## JAPANESE

- **Module Lists**
- **Rules**
- **Module Descriptions**

# LANGUAGES

Students commence foreign language study at Mudgee High under the presumption of no previous knowledge. The learning of a foreign language is sequential in that it often requires the use of previously acquired knowledge and structures. Therefore, students must complete prerequisite modules before they can progress to modules involving a higher level of difficulty. Students choosing Japanese modules in Year 8 will be well placed to select further modules of Japanese in Years 9 and 10 for the RoSA.

## LANGUAGES MODULE LIST

MODULE NO.	NAME	STAGE
JA03 50 hours	JAPANESE 3	
JA04 50 hours	JAPANESE 4	
JA05 50 hours	JAPANESE 5	
JA06 50 hours	JAPANESE 6	
JA07 50 hours	JAPANESE 7	
JA08 50 hours	JAPANESE 8	

The following module is a **100hr course** and can only be studied by Year 9 or Year 10 students who have met the prerequisites.

JA25 50 hours	JAPANESE 5 & 6	
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The following module is a **100hr course** and can only be studied by Year 10 students who have met the prerequisites.

JA27 100 hours	JAPANESE 7 & 8	
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### RULES:

- JA01 and JA02 are completed in the Year 7 mandatory 100 hour course
- **ALL** modules have the previous numbered module as the prerequisite
- To be accredited in Japanese for the RoSA, a minimum of TWO modules must be studied during Years 9 & 10





# MATHEMATICS

- **Module Lists**
- **Rules**
- **Module Descriptions**

# MATHEMATICS MODULE LIST

MODULE NO.	NAME	STAGE
MA01 50 hours	EXTENSION IN MATHEMATICS	
MA02 50 hours	BRIDGING THE GAP	

## MATHEMATICS MODULE DESCRIPTIONS

### **MA01      EXTENSION IN MATHEMATICS      (50 hours)**

This module is designed to consolidate and extend the mathematical knowledge and skills of our capable students and covers a broad range of skills from topics such as Algebra, Probability, Measurement, Statistics & Functions. Students will be given the opportunity to experience some of the more difficult and challenging areas of Mathematics with a particular focus on Problem Solving Skills.

This module is offered in **Semester 1** in **Years 8, 9 and 10** and would be useful for those wishing to study Extension Mathematics in the Senior School.

### **MA02      BRIDGING THE GAP      (50 hours)**

Designed primarily for **Year 10** who are studying 5.2 and 5.3 level Mathematics who are experiencing difficulties and are looking towards 2 Unit Maths in Year 11.

This course is offered in **Semester 2** for students who need to improve their skills in Algebra, Geometry, Surds and Measurement. In order to cope with the expectations of the senior Mathematics course, many of the skills from these topics are assumed knowledge. This course offers an opportunity to strengthen the platform on which students can build in Year 11.

# **Personal Development, Health and Physical Education (PDHPE)**

- **Module List**
- **Rules**
- **Module Descriptions**

# PDHPE MODULE LIST

Module	Name	STAGE
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The following modules are each **50 hour courses**, studied for 1 semester only.

PD01 50 hours	LOOKING AFTER YOURSELF COMPULSORY SEMESTER 1, YEAR 7	Yr 7
PD02 50 hours	TOWARDS A HEALTHY LIFE COMPULSORY SEMESTER 2, YEAR 7	7
PD03 50 hours	LET'S GET ACTIVE COMPULSORY SEMESTER 1, YEAR 8	8
PD04 50 hours	GET INTO THE GROOVE	8 - 9
PD05 50 hours	GAME ESSENTIALS	8 - 9
PD06 50 hours	HEAD FIRST INTO HEALTH COMPULSORY SEMESTER 2, YEAR 8	8
PD07 50 hours	MOVE AND GROOVE	8 - 10
PD08 50 hours	CHALLENGE YOURSELF	8 - 9
PD10 50 hours	EMERGENCY CARE RoSA ELECTIVE COURSE A	9 - 10
PD11 50 hours	ADVANCED MOVEMENT AND GAMES	9 - 10
PD14 50 hours	ADOLESCENCE AND CHANGE COMPULSORY COURSE OF STUDY IN YEAR 9 OR YEAR 10	9 - 10
PD15 50 hours	SPORTS SAFE RoSA ELECTIVE COURSE A	9 - 10
PD17 50 hours	SUPPORTING MY HEALTH	9 - 10

The following module is a **100 hour course** and can only be studied by Year 10 students.

PD20 100 hours	PHYSICAL ACTIVITY AND SPORTS STUDIES RoSA ELECTIVE COURSE B	10
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## RULES:

- PD01, PD02, PD03, PD06 and PD14 are compulsory courses. They must be completed as stated on the course map.
- At least one other module must be completed before the end of Year 10.
- More than one module may be chosen if so desired.
- At least one module must be studied per year.
- Some courses have prerequisites and are available only to certain Year groups.
- PD10 and PD15 combined count as a standalone Record of School Achievement (RoSA) course called Health Studies: First Aid. They can be studied in any order, however, can only be studied in Year 9 or Year 10.
- PD20 is completed as a 100hr course called Physical Activity and Sports Studies. This course will appear as a standalone course on the Record of School Achievement (RoSA). It can be only studied in Year 10.



## **PD06 HEAD FIRST INTO HEALTH**

**(50 hours)**

This module provides students with an opportunity to investigate the range of health issues affecting individuals within our community. It involves students gathering and interpreting information and developing strategies to manage their own health. Topics to be studied in this module include communicable and lifestyle disease, risky behaviours surrounding drug use, relationships, road and cyber safety. Students will take an in depth look at how their health is influenced by outside factors and discuss ways to access and assess health information, products and services relevant to them. In practical lessons, students will be given the opportunity to participate in a variety of recreational and structured activities based on their needs and interests.

**Will be completed in Year 8 as part of mandatory course requirements**

## **PD07 MOVE AND GROOVE**

**(50 hours)**

This module provides students with an opportunity to develop their movement skills in increasingly complex and challenging situations. Students investigate how we move, why we move and efficient and effective movement. The content of this module provides students with experiences in composition and performance, and challenges them to apply movement principles in a variety of contexts through activities such as games/sports, dance/gymnastics, aquatics and athletics.

**Year 9 or 10 only**

## **PD08 CHALLENGE YOURSELF**

**(50 hours)**

This module deals with extending students' knowledge and skills in a range of health-related areas. Students are encouraged to pursue purposeful leisure time activities and identify the impact of these activities on the individual and community. There is also the opportunity to develop leadership and communication skills through participation in initiative, challenge and outdoor education activities. They will also investigate the concept of risk taking and consider ways of reducing and managing risk situations.

**Year 8 or 9 only**

## **PD10 EMERGENCY CARE**

**(50 hours)**

A module concerned with the protection of individuals from injury. Students will investigate and develop skills and processes for responding to emergency situations. This module provides an in depth look at the specific skills and knowledge relating to the prevention and treatment of common injuries and the management of first aid situations. Successful completion of this course will enable students to possibly work towards achieving an Apply First Aid Accreditation.

Note: some costs are involved for those students who achieve accreditation with The Royal Lifesaving Society.

**Year 9 or 10 only**

## **PD11 ADVANCED MOVEMENT AND GAMES**

**(50 hours)**

This module is designed for students who would like to further develop their object manipulation skills and learn more about the analysis and appreciation of movement skills. Students challenge their movement skills in a range of more complex movement activities, including games, dance, circus skills and gymnastics, in order to critically analyse the elements that make the movement skills within them successful and enjoyed by the audience. They will also be given the opportunity to compose, assess and analyse their own movement sequences and skills.

**Year 9 or 10 only**

## **PD14 ADOLESCENCE AND CHANGE**

**(50 hours)**

This is a compulsory module in which students will analyse current issues confronting adolescents. It is designed to build on the foundation knowledge developed in Stage 4 (Year 7 and 8) and includes such topics as sexual health, drug use, body image, mental health, and road safety. Students will identify factors affecting adolescent health, explore influences on decision making, evaluate consequences and adopt strategies to promote wellbeing during adolescence.

**Must be completed in either Year 9 or 10**

## **PD15 SPORTS SAFE**

**(50 hours)**

This module is ideal for students who are interested in sports medicine or those who would like to learn more about how they can participate safely in physical activity. Students are given the opportunity to investigate a range of sports related injuries, develop skills to manage injuries, analyse rehabilitation techniques and employ strategies to prevent injury. All students will participate in the Royal Lifesaving Award Scheme with the aim of working towards the achievement of a Bronze Medallion.

Note: some costs are involved for those students who achieve accreditation with The Royal Lifesaving Society.

**Year 9 or 10 only**

## **PD17 SUPPORTING MY HEALTH**

**(50 hours)**

This module is designed for students who have an interest in further developing their skills and knowledge of health-related issues. They will investigate how health is promoted within our community and research topics such as support networks, mental health, difference and cultural diversity, health inequality and accessing information and services. Students will also be given the opportunity to research a health topic of personal interest and develop strategies to promote healthy lifestyles within our school community. Students will participate in a range of physical activities focusing on lifelong physical activity.

**Year 9 or 10 only**

### **100 hour RoSA elective course**

The following module (PD20) is based on the *Physical activity and sports studies* syllabus and is intended for students who have a particular interest and/or talent in both the theoretical and physical aspects of PDHPE.

## **PD20 PHYSICAL ACTIVITY AND SPORTS STUDIES**

**(100 hours)**

This 100 hour module aims to enhance students' capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others. Throughout the course students will develop skills that enhance their participation in and enjoyment of physical activity through working collaboratively with others, analysing and appraising information, displaying management and planning skills to achieve person and group goals.

Throughout the course students will complete areas of study including: physical fitness, physical activity for health, physical activity for specific groups, coaching, exploring issues in physical activity and sport, and opportunities and pathways in physical activity. Some coursework may involve planning and implementing a fundamental movement skills program with young children.

The second component of this course includes: body systems and energy for physical activity, lifestyle, leisure and recreation, technology, participation and performance, and nutrition and physical activity.

**Year 10 only**

# CAREERS EDUCATION

- **Module Lists**
- **Rules**
- **Module Descriptions**

# CAREERS MODULE LIST

MODULE NO.	NAME	STAGE
CA01 50 hours	CAREERS EDUCATION	

## RULES

- Careers Education will be undertaken as compulsory study for one period per week in Year 10. Students are not required to select this as a subject. It will appear on their timetable automatically.
- Students will be required to complete between 3 days to one week of work experience during the year. Students have the opportunity to negotiate a further 1 week placement during the year.

## CAREERS EDUCATION MODULE DESCRIPTION

### CA01 CAREERS EDUCATION (50 hours)

This module is designed to provide students with skills and knowledge to allow the effective transition from school to work and/or further training. It involves students identifying their abilities and interests in relation to careers. Techniques to find, get and keep a job and work conventions are also included, as well as subject selection and study skills. Students may also be involved in industry visits and related excursions.

In addition, students will examine post HSC Course options, pathways, HSC/TAFE, credit transfer and vocational courses. Up to one week of work experience complements this module (see “rules” above).

This module is of 50 hours duration and involves a 38 minute period of class attendance each week.

# CHILD STUDIES

- **Module Lists**
- **Rules**
- **Module Descriptions**

# CHILD STUDIES MODULE LIST

MODULE NO.	NAME	STAGE
CD01 50 hours	CHILD STUDIES I	
CD02 50 hours	CHILD STUDIES II	
CD03 50 hours	CHILD STUDIES III	
CD04 50 hours	CHILD STUDIES IV	
CD05 50 hours	CHILD STUDIES V	

## RULES

- **Students wishing to have Child Studies appear on their RoSA must choose at least two elective modules during Years 9 and 10.**
- This course is best studied in sequence.

## CHILD STUDIES MODULE DESCRIPTIONS

### **CD01 CHILD STUDIES 1 (50 Hours)**

In this module students look at the preparations needed to become a parent and the process of conception through to birth. Students have the opportunity to experience what is like to be pregnant by wearing a pregnancy suit.

### **CD02 CHILD STUDIES 2 (50 Hours)**

In this module students develop their knowledge of caring for a newborn and growth and development. Students have the opportunity to take the Virtual Baby home.

### **CD03 CHILD STUDIES 3 (50 Hours)**

In this module students develop their knowledge of food and nutrition throughout childhood and the importance of play (note: Your teacher may choose to study the alternative unit of family interactions in this module)

### **CD04 CHILD STUDIES 4 (50 Hours)**

In this module students will examine careers in the childcare industry and the importance of health and safety throughout childhood.

**Please note: Module fees invoiced for all Child Studies modules.**

# SCIENCE

- **Module Lists**
- **Rules**
- **Module Descriptions**

# SCIENCE CURRICULUM YEARS 8-10

## Year 8

Students in Year 8 attend Science for 6 periods per week for the entire year. All students in Year 8 study a range of topics that cover the four main areas of science; Biology, Chemistry, Physics and Geology. Topics generally run for 5 weeks, with 2 topics being completed each term. There are a range of mandatory assessment tasks for Year 8 students throughout the year, which includes the mandatory Student Research Project.

## Year 9

Students in Year 9 attend Science for 6 periods per week for the entire year. All students in Year 9 continue to study the range of topics from Year 8 that cover the four main areas of science; Biology, Chemistry, Physics and Geology. The topics generally go into more depth than those of Year 8 and it is important for all students to realise that the content and skills studied in Year 9 are examinable in their Year 10 exams. It is expected that all students retain all their books and notes from Year 9 through to the end of Year 10.

## Year 10

Students in Year 10 attend Science for 6 periods per week for the entire year. Within their classes students study topics from the four main branches of Science. The topics generally go into more depth than those of Year 9. The modules presented extend the previous two years Science with a special focus on the types of subjects that are offered in Year 11. Each module runs for approximately five weeks with two to three modules being completed per term. All students are required to complete an individual mandatory Student Research Project.

## Class Arrangements

The class a student is placed in depends on their academic performance and their application. The classes are arranged in the following way. In Years 8 and 10 the classes are streamed, or have partial streaming. It is important to note that all classes do the same programmed content and skills derived from the syllabus. However, the depth of coverage and methods of learning may vary between classes.

## Student Movements between Classes

Movement between classes/streams is possible. These movements are based on results or the individual needs of students. The Head Teacher in conjunction with the class teachers will continually monitor the progress of students.

## Vertical Integration Module

Students can choose, within the framework of VI, an extra module of Science. The module offered is Forensics and Flight.

# SCIENCE MODULE LIST

MODULE NO.	NAME	STAGE
SC01 50 hours	FORENSICS AND FLIGHT	

## SCIENCE MODULE DESCRIPTION

### **SC01 FORENSICS AND FLIGHT (50 hours)**

This module is at the 4-5 level and is suitable for students in Years 8 to 10. It will be offered in both Semester I and II and consists of two separate units.

#### **Forensic Science**

If you like the TV series CSI then this topic allows you to be the crime scene investigator. You will investigate and learn the techniques that forensic scientists use to gather evidence and solve crimes. These will include fingerprinting, blood typing, making casts, fibre classifying and investigating new technologies such as DNA fingerprinting.

#### **Flight**

Flight begins with the construction of a hot air balloon, which will rise on a cold morning just about out of sight. Paper aeroplane making demonstrates the principles of lift and these ideas are supported with laboratory experiments on air pressure and flow. Jet engines and rockets are examples of modern and future flight propulsion. Living in space and space stations are the future. The scientific principles of all of these different types of flight are examined and, where possible, supported with laboratory experiments including the construction of rockets.

# **SPECIAL RELIGIOUS EDUCATION (SRE)**

- SRE is a study of the Bible with a focus on how it came to be, it's purpose and its place in society.
- SRE aims to provide students with an understanding of a book that has had a big place in shaping the world we live in today.
- Semester one of SRE is a look at the history of the Gospels as well as key biblical themes, for students to assess as to whether they are beneficial or not to us as a society.

# **TECHNOLOGICAL AND APPLIED SCIENCE (TAS)**

**AGRICULTURAL TECHNOLOGY  
INFORMATION & SOFTWARE TECHNOLOGY  
FOOD TECHNOLOGY  
GRAPHICS TECHNOLOGY  
INDUSTRIAL TECHNOLOGY  
(Timber, Metal, Electronics, Building and Construction)  
TEXTILES TECHNOLOGY**

- **Module Lists**
- **Rules**
- **Module Descriptions**



# INFORMATION AND SOFTWARE TECHNOLOGY (IST) OVERVIEW

## (Computing Studies)

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software based solutions. Creative and critical thinking skills are developed through students' practical involvement in projects.



Core content of the *Information and Software Technology Years 7–10 Syllabus* provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options include artificial intelligence, simulation and modelling, authoring and multimedia, digital media, the Internet and website development, robotics and automated systems, and software development and programming.

Information and Software Technology Years 7–10 is a course in which diverse aspects of a students' prior knowledge and skills can be brought together. Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modeling and prototyping, and other student-centered activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.

# IST MODULE LIST

MODULE NO.	MODULE NAME	STAGE
CS01 50 hours	GRAPHICS AND ANIMATION	Stage 4
IST1 50 hours	WEBSITES AND THE INTERNET	Stage 4, 5
IST2 50 hours	DIGITAL MEDIA	Stage 4, 5
IST3 50 hours	AUTHORING AND MULTIMEDIA	Stage 5
IST4 50 hours	GAMES DESIGN, AI AND MODELLING	Stage 5
IST7 50 hours	ROBOTICS AND AUTOMATED SYSTEMS	Stage 5
IST8 50 hours	SOFTWARE DEVELOPMENT AND PROGRAMMING	Stage 5

## RULES

- **YEAR 8 (Stage 4)** – students can only choose from CS01, IST1 and/or IST2. Stage 4 modules do not count toward hours for the RoSA and cannot be repeated in Stage 5.
- **YEARS 9 AND 10 (Stage 5)** – Core units are integrated into each elective module. Completion of a combination of at least 100 hours of IST modules will make the student eligible for this to appear on their RoSA. Completion of a combination of modules that total at least 200 hrs will make the student eligible for this to appear on their RoSA or its equivalent.
- Module fees apply. Cost covers consumable items such as CD R discs, toner, ink, paper, laminating sheets, vinyl, plastic, batteries and use of registered software.

**Please note: Module fees invoiced for all Information Technology modules.**

# IST MODULE DESCRIPTIONS

## **CS01 GRAPHICS AND ANIMATION (Stage 4 only) (50 hours)**

Students will have the opportunity to use graphic editing programs such as Photoshop and Illustrator part of the industry standard Adobe applications to produce and manipulate pictures, photos, animations, etc. They will also investigate the use of graphics and animation in a range of contexts including video and audio.



## **IST1 WEBSITES AND THE INTERNET (Stage 4,5) (50 hours)**

Students undertake a study of the historical development of the internet. Tools and uses for the internet are explored, particularly in the area of the World Wide Web. Students manipulate tools to design, produce and evaluate a range of websites for a given purpose. Interactive, feature rich websites are developed using a range of tools and techniques. A project will be undertaken to develop a website for a real-world application.



## **IST2 DIGITAL MEDIA (Stage 4, 5) (50 hours)**



Students examine and analyse different digital media products and their uses across a variety of contexts. Students develop skills in the design and production of a digital media product of at least two data types. The purpose of and types of digital media products are investigated along with the data types used in those products. Students will design, produce and evaluate a simple digital media project for a real-world application.

## **IST3 AUTHORIZING AND MULTIMEDIA (Stage 5) (50 hours)**

Students will have the opportunity to develop engaging, interactive multimedia projects. It will allow students to develop skills using authoring software in developing informative and educational products. Students will develop their own multimedia resources to be included in a project. The project will incorporate at least three data types into a multimedia product controlled by a computer.

## **IST4 GAMES DESIGN, AI AND MODELLING (Stage 5) 50 hours)**

A significant driver of modern computer games is the artificial intelligence engine used to make for more realistic interactions. This course studies the use of AI in games and students will have an opportunity to develop a game of their own. The applications of AI (the game responding in different ways depending on the play) are investigated and developed in this project based course.

## **IST7 ROBOTICS AND AUTOMATED SYSTEMS (Stage 5) (50 hours)**

Students will learn about and experience the software and hardware tools associated with building solutions that can monitor their environment and respond appropriately.

Students will experiment with and simulate robotic systems through the exclusive use of Lego MindStorms robotic equipment. They will have the opportunity to design, produce and evaluate a range of projects based around automated control, from traffic lights to computer assembly and probes to other planets. It allows students the opportunity to explore a range of automated systems and robots.



## **IST8 SOFTWARE DEVELOPMENT AND PROGRAMMING (Stage 5) (50 hours)**

Students will undertake a range of activities that will lead them to modifying and writing their own code when developing software products. Initially students will work with existing code to identify data types and control structures, leading to the development of algorithm descriptions. This module would be ideally suited to students who wish to undertake further computing related subjects in the Senior School.

# FOOD TECHNOLOGY MODULE LIST

MODULE NO.	NAME	STAGE
FT01 50 hours	AUSSIE TUCKER	Stage 4
FT02 50 hours	LET'S CELEBRATE	Stage 4
FT03 50 hours	YOU ARE WHAT YOU EAT	Stage 5
FT04 50 hours	FOOD FACTORY	Stage 5
FT05 50 hours	COOK LIKE A CHEF	Stage 6, 7
FT06 50 hours	FUNKY FOOD FRENZY	Stage 6, 7
FT20 100 hours	FOOD ESSENTIALS	Stage 5

## RULES:

- FT01 and FT02 are both Introductory Food Technology Modules and can only be studied in Year 8, as they do not count towards the RoSA.
- FT03 and FT04 are both CORE/COMPULSORY Food Technology Modules as defined by the NSW Board of Studies and count towards your hours for the RoSA. Both must be completed in Years 9 and 10 before FT05 and FT06 may be attempted. FT20 combines both FT03 and FT04.
- FT05 and FT06 are Extension Food Technology Modules for Years 9 and 10 and also count towards your hours for the RoSA. They cannot be studied until EITHER FT03 plus FT04 are completed satisfactorily OR FT20 is completed satisfactorily. There is a definite advantage in studying FT20 over a combination of FT03 and FT04.
- If you select FT03 and/or FT04, you cannot study FT20.
- **Please note: Module fees invoiced for all Food Technology modules.**

# FOOD TECHNOLOGY MODULE DESCRIPTIONS

Students must successfully complete both modules FT03 and FT04 OR FT20 with sustained effort and diligence, to be able to progress to further RoSA modules.

## **FT01 AUSSIE TUCKER (50 hours)**

Migration has had a dramatic effect on the food eaten in Australia. Students will examine the history of food in Australia and the effect of multiculturalism on contemporary Australian eating patterns. Students will plan and prepare foods, which reflect the eclectic nature of Australian cuisine.

## **FT02 LET'S CELEBRATE (50 hours)**

Food is an important component of many special occasions. Students will explore a range of special occasions including social, cultural, religious, historical and family and examine the elements of small and large-scale catering. Students will plan and prepare foods, demonstrating appropriate food handling and presentation skills.

## **FT03 YOU ARE WHAT YOU EAT (50 hours)**

Knowledge of nutrition is integral to making healthy food choices. Students will examine the nutritional components of food aimed at enhancing health. Students will select, plan and prepare foods to reflect national food guides.

## **FT04 FOOD FACTORY (50 hours)**

Food is processed to varying degrees. Students will explore safety and hygiene practices relating to food and changes that occur in foods. They will also examine the impact of food processing technology and the role packaging plays in the distribution of food from the point of production to consumption.

## **FT05 COOK LIKE A CHEF (50 hours)**

**Prerequisite: Both FT03 and FT04 OR FT20**

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare appealing foods appropriate for catering for small or large scale functions.

## **FT06 FUNKY FOOD FRENZY (50 hours)**

**Prerequisite: Both FT03 and FT04 OR FT20**

An ever-increasing array of food products is available in the marketplace as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product.

## **FT20 FOOD ESSENTIALS (100 hours)**

This module covers the content from both FT03 and FT04 with **more practicals**. The advantages of doing this module are: safety and orientation tasks are not repeated. This whole module will appear on the RoSA after successfully completing this module; a student can select **any** further Food Technology modules.

# GRAPHICS TECHNOLOGY OVERVIEW

Graphics Technology aims to develop in students an understanding of graphical communication and the various techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

In an age of globalised industry and rapid technological development, where computer-aided design (CAD), computer-aided manufacture (CAM), interactive graphic design (IGD) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant.

An important part of the thinking and problem-solving skills associated with this program involves the generation and use of images, models and pictures. This includes the visualisation and manipulation of three-dimensional concepts and images and the interpretation and presentation of ideas graphically.

The study of Graphics Technology in Years 8–10 develops in students an understanding of related work environments while developing skills and understanding that will equip them for potential vocational pathway, future learning and leisure and lifestyle activities.

The flexible delivery of this program at Mudgee High School enables students to work at an appropriate pace to suit their individual interests and capabilities. Once prerequisite courses are completed students may select additional option modules that focus upon a wide range of specialised graphics fields such as: Architecture; Engineering Drawing; Landscape Drawing; Computer Aided Drafting and Product Illustration.

## **Students will develop knowledge, understanding and skills to:**

- visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
- use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations
- select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information
- apply Work Health and Safety (WHS) practices and risk management techniques to the work environment
- appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

# GRAPHICS TECHNOLOGY MODULE LIST

MODULE NO.	NAME	STAGE
TG01 50 hours	TECHNOLOGY GRAPHICS 1	Stage 4
TG02 50 hours	TECHNOLOGY GRAPHICS 2 *	Stage 4, 5
TG03 50 hours	TECHNOLOGY GRAPHICS 3 # *	Stage 5
TG04 50 hours	TECHNOLOGY GRAPHICS 4 # *	Stage 5
TG05 50 hours	TECHNOLOGY GRAPHICS 5 # *	Stage 5
TG06 50 hours	TECHNOLOGY GRAPHICS 6 # *	Stage 5

## RULES:

- To gain credit for the RoSA you must select at least 2 modules during Year 9 & 10.
- \* Compulsory
- # These modules have prerequisites

# GRAPHICS TECHNOLOGY MODULE DESCRIPTIONS

## Please note:

- **Basic Technical Drawing equipment will need to be purchased for each module, either as individual items or in kits ranging from \$28 to \$52.**
- **A subject fee for Graphic Technology Modules applies to cover costs associated with consumable materials.**

## **TG01      GRAPHICS TECHNOLOGY 1 – Stage 4      (50 hours)**

**Introductory Module:** Students are introduced to standard drawing practice and skills. Students complete a series of practical exercises supported by drawing theory on the materials and equipment used in class. Students wishing to follow Technology Graphics electives are advised to complete this module as early as possible.

## **TG02      GRAPHICS TECHNOLOGY 2 – Stage 5      (50 hours)**

**Core Module 1** - Students will develop drawing skills acquiring technical knowledge related to drawing. The principles and techniques will be applied to the development of mechanical, engineering, architectural and product drawings. The program also introduces students to the concept of Computer Aided Drawing.



# INDUSTRIAL TECHNOLOGY OVERVIEW

The study of Industrial Technology Years 7–10 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.

Industrial Technology Years 7–10 develops in students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials 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 skills, knowledge and attitudes developed through the study of Industrial Technology Years 7–10 will enable students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society.

## Focus areas and modules

This syllabus covers a number of focus areas in the field of technology: **Timber, Metal, Electronics and Building and Construction.**

Each focus area is divided into two compulsory core modules (50 hours each) that lead to a range of optional specialised modules to be studied for not less than 50 hours each.

Stage 5 outcomes will be addressed during Years 9-10 with students being required to cover core areas of study as well as being given the opportunity to enhance their skills through the study of specialist modules.

Some students may choose to complete only core modules and thus achieve the compulsory 100 hours of study; others may elect to attempt the specialist modules in each focus area to extend to 200 hours of study.

Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent modules within the focus area. Schools may deliver consecutive modules concurrently to maximise the use of resources. Each of these modules is a 50 hour module and must be attempted in a chronological sequence.

## Knowledge, understanding, skills, values and attitudes

Students will develop:

- knowledge of and competence in applying Work Health & Safety (WHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

Stage 4 outcomes have been provided to assist in the assessment and reporting of student achievement in those schools that choose to begin elective study before Year 9.

As is the case at Mudgee High School, students will be offered an opportunity to experience Industrial Technology and Graphics during Year 8. It is envisaged that the offered courses will address Stage 4 outcomes and will be presented as an Introductory Module.

# INDUSTRIAL TECHNOLOGY MODULE LIST

MODULE NO.	NAME	STAGE
TW01 50 hours	INTRODUCTORY WOOD	Stage 4
TW02 50 hours	TOYMAKING	Stage 4
TW03 50 hours	GENERAL WOOD CORE MODULE 1	Stage 5
TW04 50 hours	GENERAL WOOD CORE MODULE 2	Stage 5
TW05 50 hours	CABINET WORK 3	Stage 5
TW06 50 hours	CABINET WORK 4	Stage 5
TW07 50 hours	WOOD MACHINING 3	Stage 5
TW08 50 hours	WOOD MACHINING 4	Stage 5
TW20 100 hours	GENERAL WOOD 100 HR CORE MODULE	Stage 5
TW21 100 hours	CABINETWORK EXTENSION MODULE	Stage 5
TW22 100 hours	WOODMACHINING EXTENSION MODULE	Stage 5
TM01 50 hours	METAL WORKSHOP SKILLS 1	Stage 4
TM02 50 hours	GENERAL METAL 1 (Core) 1	Stage 5
TM03 50 hours	GENERAL METAL 2 (Core) 2	Stage 5
TM04 50 hours	METAL MACHINING 3	Stage 5
TM05 50 hours	METAL MACHINING 4	Stage 5
TM23 100 hours	GENERAL METAL CORE MODULE	Stage 5
TE01 50 hours	INTRODUCTORY ELECTRONICS	Stage 4, 5
TE02 50 hours	CIRCUITS AND COMPONENTS 1	Stage 5
TE03 50 hours	CIRCUITS AND COMPONENTS 2	Stage 5
TE04 50 hours	CIRCUITS AND COMPONENTS 3	Stage 5
TE05 50 hours	CIRCUITS AND COMPONENTS 4	Stage 5
BC01 50 hours	BUILDING & CONSTRUCTION 1	Stage 5
BC02 50 hours	BUILDING & CONSTRUCTION 2	Stage 5

## **RULES:**

- To gain credit for the RoSA you must select at least 2 modules during Year 9 & 10.
- \* Compulsory course
- Core modules must be completed in order before specialised study can be attempted i.e. General Wood Core Module 1 (TW03) and General Wood Core 2 (TW04) or the 100hr course TW34 must be done before TW05 or TW07 or the 100 hr courses TW57 or TW78

## **Please note: A fee applies to all Industrial Technology modules.**

1. Leather or leather like footwear with solid uppers and soles are compulsory for all Industrial Technology subjects
2. Online WHS safety tests are compulsory for all modules before commencing work each semester

# **INDUSTRIAL TECHNOLOGY (TIMBER) MODULE DESCRIPTIONS**

## **TW01      INTRODUCTORY WOOD SKILLS – Stage 4      (50 hours) (Yr 8 only)**

Students will be introduced to SAFE Workshop practices and hand tool skills. Students complete a series of practical exercises supported by theory on the materials and equipment used in class. Students wishing to select wood working modules are advised to complete this module as early as possible.

## **TW02      TOY MAKING– Stage 4      (50 hours) (Yr 8 only)**

Students will develop design skills and technical knowledge related to design and construction. This module will involve safety instruction in the use of hand tools and power tools. The module also provides students with the opportunity to develop wooden toys that use simple engineering principles for operation.

## **TW03      GENERAL WOOD 1 – Stage 5      (50 hours)**

Students are to be introduced to a range of skills and technical knowledge related to the manufacture and construction of projects. This will involve safety instruction in the use of hand and simple power tools and an understanding of timber manufacturing and construction methods will be developed. The module provides students with the opportunity to complete a series of functional projects.

## **TW04      GENERAL WOOD 2 – Stage 5      (50 hours)**

Students are to develop a range of skills and technical knowledge related to the manufacture and construction of furniture and associated timber joining methods. This will involve safety instruction in the use of hand and power tools and knowledge of the uses of timber and manufacturing and construction techniques. This module allows students to construct functional practical projects.

## **TW05      CABINET WORK 3 – Stage 5 (Core Module 1)      (50 hours)**

### **Prerequisite: TW03 and TW04**

Students will design or modify a project, costing materials and related fixtures, describe the construction procedure required and the benefit of the selected joining methods. Safety instruction and practical applications in the use of hand and power tools are vital components of the course.



**TW22**

**WOOD MACHINING STAGE 5**

**(100 hours)**

**Prerequisite: TW03 and TW04**

This 100 hr course allows students to complete the option topic of Wood machining in one module. Students are to be introduced to a range of skills and technical knowledge related to the manufacture and construction of projects using the lathe and power tools. This will involve safety instruction in the use of both hand and fixed power tools. Skills will be developed on the assessment of timber for machining. Students will also develop skills in design and modification of existing projects and calculate costing related to the manufacture of projects. This module provides students with the opportunity to complete a series of functional projects or a larger project produced by wood machining methods.

# INDUSTRIAL TECHNOLOGY (METAL)

## MODULE DESCRIPTIONS

### **TM01 METAL WORKSHOP SKILLS – Stage 4 (Yr7 8 only) (50 hours)**

Students will be introduced to SAFE Workshop practices, hand tool skills and elementary machine operations. The course provides for an introduction to metal machining methods and use of essential power tools. Students complete a series of practical exercises and theory on the materials and equipment used in class.

### **TM02 GENERAL METAL 1 (Core) – Stage 5 (50 hours)**

Students will develop an appreciation of the use of metal as an engineering material and gain essential technical knowledge related to the production of a number of practical exercises. The course includes safety instruction in the use of hand and power tools. The module provides students with the opportunity to develop hand skills by undertaking the required tasks.

### **TM03 GENERAL METAL 2 (Core) – Stage 5 (50 hours)**

#### **Prerequisite: TM02**

Students will develop an understanding of the applications and limitations of metal as an engineering material and gain essential technical knowledge related to the production of a number of practical exercises. The course includes safety instruction in the use of hand, portable and fixed metal cutting and machining equipment. The module provides students with the opportunity to advance their developing skills by completing a variety of practical exercises.

### **TM04 METAL MACHINING 3 – Stage 5 (50 hours)**

#### **Prerequisite: TM02 and TM03**

Students are to be introduced to a range of skills and technical knowledge related to the manufacture and construction of projects using hand tools and metal machining processes. This module will involve safety instruction in the use of hand and power tools. It will also provide students with the opportunity to complete a series of functional projects using industrial processes.

### **TM05 METAL MACHINING 4 - Stage 5 (50 hours)**

#### **Prerequisite: TM02 and TM03 and TM04**

Students are to develop a range of skills and technical knowledge related to the manufacture and construction of projects using hand tools and advanced metal machining processes. This will involve safety instruction in the use of hand and power tools. A knowledge of the extensive use of metal machining in manufacturing and construction industry will be developed. This module allows students to construct functional practical projects.

## **TM23GENERAL METAL CORE MODULE STAGE 5 (100 hours)**

This 100 hr course allows students to complete the Core of General Metal in one module. Students will develop an appreciation of the use of metal as an engineering material and gain essential technical knowledge related to the production of a number of practical exercises. The course includes safety instruction in the use of hand and power tools. The module provides students with the opportunity to develop hand skill by undertaking the required tasks. Students will also be provided with the opportunity to advance their developing skills by completing a variety of practical exercises.

If you select TM23 you cannot study TM02 or TM03, as TM23 is a combination of the two other courses.

# INDUSTRIAL TECHNOLOGY (ELECTRONICS)

## MODULE DESCRIPTIONS

### **TE01      Introductory Electronics (Core Module 1) – Stage 4 – 5** **(50 hours)**

This module is an introduction to the field of Electronics. Students construct and analyse simple circuits and also conduct a study of electronic processes, components and construction techniques. Instruction on electrical safety and electronic theory are compulsory components of this course.

### **TE02      Circuits and Components 1 (Core Module 2) – Stage 5** **(50 hours)**

Students develop a range of skills and technical knowledge related to electronic components and application by construction and testing. Topics studied also include safety instruction in the use of hand and power tools and the development of knowledge in the uses of manufacturing and construction methods within the electronics industry. This module provides students with an opportunity to construct a series of functional projects.

### **TE03      Circuits and Components 2 (Specialised Module 3) – Stage 5** **Prerequisite: TE01 and TE02      (50 hours)**

This course continues on from TE02 with a wider knowledge of circuits and components leading into circuit design and construction using a variety of interesting techniques, tools and materials. The program includes PCB manufacture, fault finding, reading and understanding circuit diagrams. Electrical safety and project construction are important parts of the module.

### **TE04      Circuits and Components 3 (Specialised Module 4) – Stage 5** **Prerequisite: TE01 and TE02 and TE03      (50 hours)**

Students will be introduced to digital technology and logic circuit construction using integrated circuit elements. They will design and construct projects using digital techniques. Projects selected may be computer controlled. Elements include programming in computer language and logic circuit design.

### **TE05      Circuits and Components 4 (Specialised Module 4) – Stage 5** **Prerequisite: TE01 and TE02 and TE03 and TE04      (50 hours)**

Students will continue to advance digital technology and logic circuit construction using control technology and robotics. Elements include stepper motor control and programming.

# INDUSTRIAL TECHNOLOGY (BUILDING AND CONSTRUCTION) MODULE DESCRIPTIONS

## **BC01 BUILDING AND CONSTRUCTION 1 - (Core Module 1)**

This focus area provides opportunities for students to develop knowledge and skills in the use of materials, tools and techniques related to building and construction. The practical projects could include construction of small structures, scale models, elementary repairs, brick and retaining walls, small timber practical projects.

## **BC02 BUILDING AND CONSTRUCTION - (Core Module 2)**

**The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries.**

This module develops knowledge and skills in the use of materials, tools and techniques related to building and construction.

**Practical projects will reflect the 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-related technologies. They 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.

# TEXTILES TECHNOLOGY MODULE LIST

MODULE NO.	NAME	STAGE
TX01 50 hours	FUNKY SLEEPWARE	
TX02 50 hours	FUN WITH FELT	
TX03 50 hours	SEWING WITH KNIT FABRICS	
TX04 50 hours	CRAZY QUILTS & PATCHWORK BAGS	
TX05 50 hours	FABULOUS CORSETS FOR COSTUME OR FORMAL WEAR	
TX06 50 hours	FABRIC PHOTO FUN, FABRIC DECORATION & WALL ART	
TX07 50 hours	YEAR 10 TEXTILES NEGOTIATED PROJECT	

## RULES:

- For Textiles Technology to appear on the RoSA it must be studied for a minimum of 100 hours (2 modules) in Years 9 and 10.
- Students must NOT combine TX01 and TX03 as their 100 hours as both have the same focus area – Apparel.
- Students can use any 4 modules toward their 200 hours.
- **NOTE-** TX05 and TX06 are extension courses for Year 9 and 10 students only

**Please note: Materials are required for each module. These can be purchased in kit form from the school OR students can purchase their own.**

## TEXTILES TECHNOLOGY MODULE DESCRIPTIONS

### TX01 FUNKY SLEEPWARE

**(Focus Area - Apparel)**

**(50 hours)**

This is an introductory unit that allows students to grasp the basics of good sewing. They will follow a simple pattern to produce some 'funky pyjamas' and then create a tie dyed matching single or tee shirt. Other simple projects like head bands and drawstring bags can also be created.

## **TX02 FUN WITH FELT**

**(Focus Area - Non-Apparel)**

**(50 hours)**

This unit allows students to explore the area of felting and creating fabrics from fibre. A variety of projects will be made including journal covers, bags, slippers, and decorative fabrics for wearable art.

## **TX03 SEWING WITH KNIT FABRICS**

**(Focus Area - Apparel)**

**(50 hours)**

Students build on their skills and learn to construct a garment from knit fabrics. 'Rugby Jumpers', 'Hoodies' and 'Sloppy Joes' are all possibilities in the unit. Projects can be personalised with appliqué and screen-printed designs.

## **TX04 CRAZY QUILTS & PATCHWORK BAGS**

**(Focus Area - Furnishing)**

**(50 hours)**

Students develop skill and accuracy with the sewing machine as they produce two items to decorate their space. The first project is a miniature art quilt and the second is a patchwork quilt or patchwork carry bag.

## **TX05 FABULOUS CORSETS FOR COSTUME OR FORMAL WEAR**

**(Focus Area - Costume)**

**(50 hours)**

**Years 9 & 10 only.** This unit allows the students to develop their creative or theatrical side. A boned corset will be used as the basis of an item of costume or a formal outfit. Fabric embellishments such as beading, embroidery and three-dimensional appliqué will be experimented with and used to enhance the garment. A folio will be developed to document the journey from inspiration to final product.

## **TX06 FABRIC PHOTO FUN, FABRIC DECORATION & WALL ART**

**(Focus Area - Textile Art)**

**(50 hours)**

**Years 9 & 10 only.** This unit explores the world of Textile Art. Many creative techniques are covered. Image manipulation and transfer, fabric printing, painting, dyeing, screen printing, machine embroidery and three-dimensional fabric techniques are all explored. Your own photographs will be used to decorate fabrics, create funky wall art and more.

## **TX07 YEAR 10 TEXTILES NEGOTIATED PROJECT**

**(50 hours)**

**Year 10 only.** This is an extension module for Year 10 students who wish to complete 200 hours in Textiles for **their** ROSA. It is run in concurrently with another VI textiles module. The student must provide his or her own commercial pattern and materials for a project that has been negotiated with the teacher.

# NSW Education Standards Authority

## THE RoSA

### Mandatory curriculum requirements

*The following are the NSW Education Standards Authority's mandatory curriculum requirements for the award of a RoSA.*

- Courses in each of English, Mathematics, Science, and Human Society and Its Environment are to be studied substantially throughout each of Years 7-10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in both Years 7 – 8 and Years 9 – 10, and including Australian history and Australian geography
- Courses in each of Creative Arts and Technological and Applied Studies are to be studied, with 200 hours in each to be completed by the end of Year 10. Included in the 400 hours Creative Arts required are 100 hours of Visual Arts and 100 hours of Music
- a course in Personal Development, Health and Physical Education is to be studied in each of Years 7 – 10, with 300 hours to be completed by the end of Year 10
- one language is to be studied for at least 100 hours, over one continuous 12 month period between Years 7 and 10, preferably in Years 7 – 8.

*No mention of electives..... a little different to the old School Certificate.*

*That said, students are also required to meet the criteria for:*

### Eligibility and issuance

To be eligible for a Record of School Achievement (RoSA), students must have:

- attended a government school or an accredited non-government school within NSW, or a school outside NSW recognised by Board of Studies Teaching and Educational Standards
- satisfactorily completed the mandatory curriculum requirements (*see above*)
- **satisfactorily completed the required school-based assessment program** (*the highlighted in red is mine as this is where we can demand that students give as much rigour to their electives as to the cores*).
- Completed Year 10.

## RESOURCE CONTRIBUTIONS

SUBJECT/COURSE FULL DESCRIPTION – Indicating Semester 1 or 2 e.g. <i>Year 7 Resource Semester 1</i>	DESCRIPTION CODE ON ACCOUNT Indicating Semester e.g. <i>Yr 7 Resource S1</i>	SEMESTER 1 E.g. S1	SEMESTER 2 E.g. S2
Year 7 Resource	Yr 7 Resource	\$30.00	\$30.00
Year 8 Resource	Yr 8 Resource	\$30.00	\$30.00
Year 10 Resource	Yr 10 Resource	\$40.00	\$40.00
Year 11 Resource	Yr 11 Resource	\$55.00	\$55.00
Year 12 Resource	Yr 12 Resource	\$55.00	\$55.00
Year 11 Book Deposit	Yr 11 Book Deposit	\$50.00 Refundable at the end of Yr 12 on return of textbooks	

## SUBJECT FEES

SUBJECT/COURSE FULL DESCRIPTION – e.g. indicating FOOD TECHNOLOGY YEAR 8-10 Semester 1	DESCRIPTION CODE ON ACCOUNT Indicating Semester e.g. Yr 7 Resource S1 or S2	SEMESTER 1 E.g. S1	SEMESTER 2 E.g. S2
FOOD TECHNOLOGY YEAR 8-10	FOOD TECH Y8-10	\$55.00	\$55.00
FOOD TECHNOLOGY YEAR 12	FOOD TECH Y12	\$45.00	\$45.00
HOSPITALITY YEAR 12 VOCATIONAL EDUCATION & TRAINING	VET HOSP Y12	\$35.00	\$35.00
FOOD TECHNOLOGY YEAR 11	FOOD TECH Y11	\$35.00	\$35.00
HOSPITALITY YEAR 11 VOCATIONAL EDUCATION & TRAINING	VET HOSP Y11	\$35.00	\$35.00
TEXTILES YEARS 8-10	TEXTILES Y8-10	\$6.00	\$6.00
TEXTILES YEARS 11&12	TEXTILES Y11/12	\$30.00	\$30.00
INDUSTRIAL TECHNOLOGY YEARS 8-10	IND TECH Y8-10	\$40.00	\$40.00
INDUSTRIAL TECHNOLOGY YEARS 11&12 – TIMBER & FURNITURE	IND TECH Y11/12	\$40.00	\$40.00
INDUSTRIAL TECHNOLOGY YEARS 11-12 - MULTIMEDIA	IND TECH Y11/12	\$20.00	\$20.00
TECHNICAL GRAPHICS YEARS 8-10	T GRAPHIC Y8-10	\$20.00	\$20.00
METAL & ENGINEERING YEARS 11&12 VOCATIONAL EDUCATION & TRAINING	VET METAL Y11/12	\$30.00	\$30.00
CONSTRUCTION YEARS 11&12 VOCATIONAL EDUCATION & TRAINING	VET CONST Y11/12	\$40.00	\$40.00
BUSINESS SERVICES YEARS 11&12 VOCATIONAL EDUCATION & TRAINING	VET BUS SER Y11/12	\$10.00	\$10.00
INFORMATION TECHNOLOGY YEARS 11&12 VOCATIONAL EDUCATION & TRAINING	VET IN TECH Y11-12	\$20.00	\$20.00
ENGINEERING STUDIES YEAR 11	ENGINEERING Y11	\$15.00	\$15.00
INFORMATION & SOFTWARE TECHNOLOGY YEARS 8-10	INFO & SOFT Y8-10	\$20.00	\$20.00
INFORMATION PROCESSES & TECHNOLOGY YEARS 11&12	INFO PRO Y11/12	\$15.00	\$15.00
DESIGN & TECHNOLOGY YEARS 11&12	DES & TECH Y11/12	\$25.00	\$25.00
MANDATORY TECHNOLOGY YEARS 7-8	MAN TECH Y7-8	\$20.00	\$20.00
VISUAL ARTS YEARS 8-10	VIS ARTS Y8-10	\$25.00	\$25.00
VISUAL ARTS YEAR 7	VISUAL ARTS Y7	\$20.00	\$20.00
VISUAL ARTS YEARS 11&12	VISUAL ARTS Y11/12	\$20.00	\$20.00
PHOTOGRAPHY YEARS 11&12	PHOTOGRAPHY Y11/12	\$20.00	\$20.00
PRIMARY INDUSTRIES YEARS 11&12 VOCATIONAL EDUCATION & TRAINING	VET PRI IND Y11/12	\$10.00	
CHILD STUDIES YEARS 8-10	CHILD STUD Y8-10	\$15.00	\$15.00
INDUSTRIAL TECH ENGINEERING YEARS 9&10	IT ENGINEER Y9/10	\$20.00	\$20.00