



**Year 9 and 10**

**Course Selection**

**Guidelines**

**2023 - Year 9**

**2024 - Year 10**



## Goulburn High School Year 9 and Year 10 Course Selection

This handbook has been developed to ensure that students and their parents are better informed about the curriculum and the subjects available in Year 9 and Year 10 at Goulburn High School.

As you will see, our school offers a wide range of choices to our students.

Making decisions about which courses to choose is not always easy. This handbook is designed to assist students to make informed selections based upon abilities and interests. The school will also be holding an information evening to allow parents to seek further detail concerning subjects.

Students are encouraged to speak to their classroom teachers, Head Teachers, their Year Advisor and Careers Advisor so that they can find out as much as possible before making their selections. Parents are also encouraged to contact the appropriate people at school to discuss these matters. Appointments for individual interviews can be made by telephoning 4821 4022.

Students should also remember that to be successful in Years 9 and 10 they need to:

- a) work conscientiously in the classroom and show an interest in the course;
- b) spend at least an hour per day at home reviewing the day's lessons and making brief notes on the day's work;
- c) aim high, be positive and always try to do their best.

I suggest that students in Years 9 and 10 spend about 6 - 8 hours per week on revision and study at home if they wish to achieve their potential in their various subjects/courses.

Please keep this handbook as a valuable reference regarding the curriculum at our school.

I wish you every success in your learning in Stage 5.

Mr Yogesh Mani  
Principal



# Table of Contents

<b>Introduction</b>	2
The Year 9 Curriculum	2
How do I record my Elective and Interest Elective Choices?	2
<b>Rules for the Award of a Record of School Achievement</b>	3
Eligibility	3
<b>The Award of Grades for the Record of School Achievement</b>	4
'N' Determinations	4
<b>Learning Support Teacher</b>	5
<b>School Resource Centre (Library)</b>	5
<b>Careers</b>	5
<b>Some useful Websites to support career planning</b>	6
<b>Creative and Performing Arts</b>	7
Dance	8
Dance Fit	8
Drama	9
Music	9
Music Live!	10
Photography and Digital Media	10
Visual Arts	11
<b>English</b>	12
English	13
Philosophy	13
<b>Human Society and It's Environment (HSIE)</b>	14
Aboriginal Studies	15
Big History	15
Commerce	15
Geography	16
History	17
International Studies	17
Money Matters	17
<b>Mathematics</b>	18
Mathematics	19
<b>Personal Development, Health and Physical Education (PDHPE)</b>	20
Child Studies	21
Leadership	21
Outdoor Education	21
Personal Development, Health and Physical Education	22
Physical Activity and Sports Studies	22

<b>Science</b>	23
Agriculture	24
Animal Management	24
Science	24
<b>Technological and Applied Studies (TAS)</b>	25
Baking	26
Fashion and Modelling	26
Food Technology	26
Industrial Technology (Metal and Wood)	27
Information and Software Technology (IST)	28
Textiles and Design	28
Timber and Projects	29
<b>Subject Fees</b>	30
<b>Notes</b>	31

## Introduction

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The Year 9 and 10 Prospectus is designed to give parents and students:

1. some understanding of the changes in curriculum structure when the students move into Stage 5 of their schooling – i.e. Years 9 and 10.
2. an outline of the essential features of each elective course offered to students in Stage 5.

**THE YEAR 9 CURRICULUM:** Students who enter Year 9 must study:  
ENGLISH  
MATHEMATICS  
SCIENCE  
HISTORY  
GEOGRAPHY  
PDHPE

An important change in Year 9 is the opportunity for students to include elective subjects in their curriculum. Students will select two 200 hour elective courses which will be studied in Year 9 and Year 10. Students will also choose a third elective subject, interest elective, which will only be studied in Year 9 (2021) and which will not be accredited on the RoSA.

Remember, the elective choice must be the student's - not their friend's. **Students** should select their electives because of their **interest** and **ability** in those areas of study. Students should also ensure that they cover a broad range of subjects to maximise their future opportunities.

**The choice of electives is an important decision because almost one third of your school week will be taken up with studying three elective subjects.**

Subject Materials Contributions (fees): as you would be aware, there is expense involved in providing the materials necessary for the effective study and satisfactory completion of some subjects. The school charges a "Subject Materials Contribution" for those subjects, so that students are able to use top quality materials at a very reasonable cost and so that students do not have to bring their own materials to school.

Students and parents should note the cost involved in elective subjects before selections are made. It is possible to make arrangements with the school for time payment and part payment. The school may also be able to assist through the Student Assistance Scheme. Please contact the Principal for further details.

### **How do I record my Elective and Interest Elective choices?**

A Subject Selection Evening will be held on **Wednesday 3 August, 2022** between **5.00 pm - 7.00 pm**. Online Subject selections due by **11.59 pm, Sunday 7 August, 2022**. When you have completed your submission, copy the details onto the Elective Choice Sheet, give this to your parent/guardian to sign and return to **Mr Connor Sherlock by 3.20 pm Tuesday 9 August, 2021**.

**The school's staffing level and other curriculum considerations may prevent a student from gaining all of the requested subjects.** For this reason students have been asked to make a reserve choice. Where problems arise they will be discussed with you.

## RULES FOR THE AWARD OF A RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement or RoSA is:

- awarded to students who leave school after Year 10 and before completing the HSC
- a cumulative credential – it records academic achievement up until the date a student leaves school
- based on moderated, school-based assessments.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

The RoSA also includes the option to take voluntary Literacy and Numeracy Tests (when a student is leaving school only).

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the NESA's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or NESA; and completed Year 10.

**The NSW Education Standards Authority (NESA) requires all students to undertake a program of courses, which includes:**

- courses in each of English, Mathematics, Science, History, Geography and PDHPE studied throughout Years 7 to 10.
- mandatory requirements in Music, Visual Arts, LOTE and Technology.
- two elective courses selected from those offered by the school, undertaken in Years 9 and 10. Goulburn High School will be offering a third elective choice for students to study in Year 9 only, which will not be recorded on the RoSA.

It is important to note that the elective courses which will be delivered during 2022 and 2023 will be determined by the choices made by the Year 8 student body. Inevitably, some courses offered in this booklet will not attract sufficient numbers of students so they will not be able to run.

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [Students Online](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

### Eligibility

To be eligible for the award of the RoSA, students must have:

1. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
2. **achieved** some or all of the course outcomes.
3. an **acceptable** attendance record.



Note: NESA does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met. One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

### **The Award of Grades for the Record of School Achievement**

All subjects studied for the Record of School Achievement will be awarded grades (A to E). These will be based on how well the students have achieved in the course according to a set of General Performance Descriptors:

- A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For Mathematics there are 9 grades – A10, A9, B8, B7, C6, C5, D4, D3 and E2.

The school will allocate grades to our students on the basis of classwork, internal testing and/or assessment in the school.

### **‘N’ determinations**

‘N’ determinations are issued to students who do not complete the requirements for a course in one or more of the following areas:

- attendance – classes must be attended regularly in order to follow the courses developed or endorsed by the NESA.
- participation in all work associated with the subject, including both assessment and course work.
- effort and achievement to satisfy the diligence and sustained effort requirements.
- outcomes – achieving at least some of the course outcomes.

Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

If a student has been given an ‘N’ determination in a mandatory course (English, Mathematics, Science, History and Australian Geography or PDHPE) they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.

If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

### **Learning Support Teacher**

The role of the Learning and Support Teacher is to assist schools to cater for those students in regular classes who are experiencing difficulties in the basic areas of learning.

Classroom teachers may ask the support teacher to work with a whole class, a small group or with an individual.

Students can also be supported with Special Provisions during examinations to ensure that their results fully reflect their ability.

### **School Resource Centre (Library)**

The School Resource Centre is the focal point of the school's information resource collection. Not only is there a large collection housed within the Resource Centre itself, but the Centre's Library OASIS system also provides a centralised database of all information resources stored throughout the school.

The Resource Centre collection provides material for both information and entertainment. Junior students are expected to complete research assignments as part of their course work, and they are also provided with opportunities for reading as a leisure activity.

In addition to an extensive non-fiction collection and a fiction section, the Resource Centre also houses:

- a reference collection (consisting of numerous encyclopaedias, atlases, yearbooks, dictionaries, etc)
- a periodical collection (with both educational and popular recreational titles)
- a DVD collection
- IBM compatible computers
- Department of Education student email & internet access all of which are available for student use.

New students participate in Resource Centre induction lessons, to ensure that they are familiar with the Resource Centre layout, the Library OASIS system and borrowing procedures, and use of the computers for research work. The teacher librarian is also available for assistance with students' research tasks and research development skills whenever students or teachers request it. The Resource Centre is open between 8:30 am and 3:30 pm daily. Teachers may book their class into the Resource Centre to undertake research work, and individual students may also be sent from their classroom to use the Resource Centre facilities. All responsible users are welcome. The school homework centre operates in the Resource Centre every Monday afternoon from 3:30 – 5.00 pm.

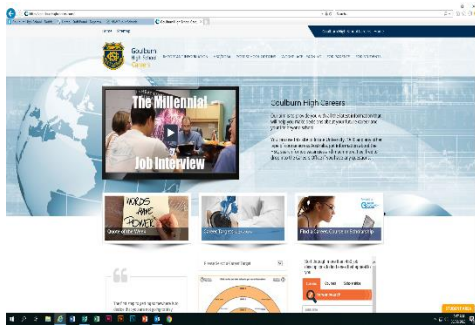
### **Careers**

The Careers Advisor's role is to provide a wide range of services to students and parents. The areas where junior students may gain benefits include:

- general career counselling
- assistance in exploring post school options – linking with relevant agencies and institutions
- help in choosing subjects and pathways for the RoSA and HSC which best suit career goals
- Year 10 Work Education classes delivered one period per week to all students
- Work Experience organisation and support
- guidance with accessing useful career resources for exploring possible career pathways
- assistance with researching TAFE, college and university courses
- preparation for job applications and interviews – compiling resumes
- attending seminars/talks provided by employers/colleges e.g. Defence Forces, TAFE, University open days. The Careers Learning Centre is located in the library. Parents and carers are invited to use the career resources available and discuss students' options with the Careers Advisor.



## Some useful Websites to support career planning

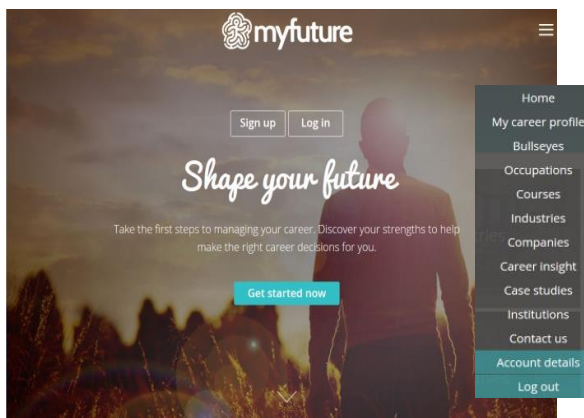
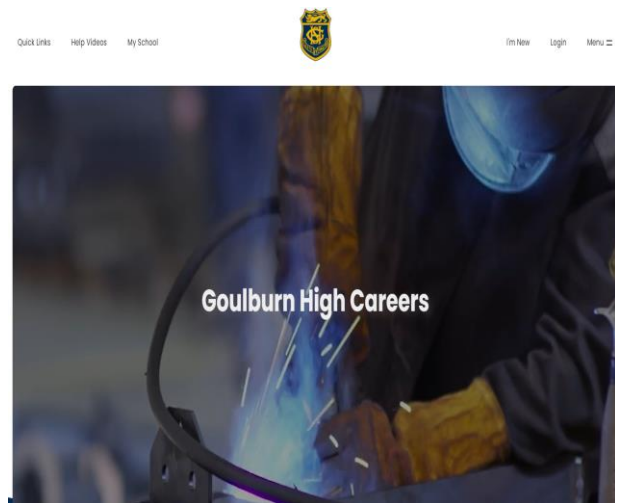


<http://goulburnhighcareers.com/>

- Bullseyes and Career Finder on the front page
- Students can create an account in the Student Secure Area, and they will be able to access Careers Quizzes and planning tools.
- In Messages and Important Information you find key dates and details of careers opportunities available through Goulburn High School.

<https://jobjump.com.au/>

- parents and students can create an account go to "I'm New"
- Select: Goulburn High School
- School Code: Goulburn
- Complete the remaining registration questions.
- After you have created your account you will be able to access My RESUME which is a great career planning tool once you have selected a job you are interested in.
- MY SUBJECTS – helps when choosing subjects; MY ATAR is great for finding different University Courses and their entry requirements.



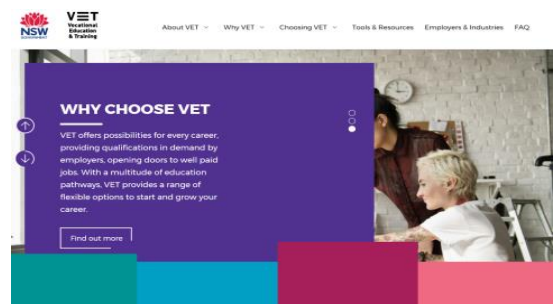
Contains support materials for parents and carers.

<https://www.myfuture.edu.au>

- Department of Education students are able to sign up using their student email address. Signing up provides access to the full range of services including: MY CAREER PROFILE – a range of activities and quizzes which then suggest suitable career options.
- Career information can be sourced for 600+ occupations, including training, working conditions and employment statistics.
- ASSIST OTHERS at the foot of every page contains support materials for parents and carers.

<https://www.vet.nsw.gov.au>

Vocational Education and Training provides opportunities for all students. This website provides quick and easy access for students, parents/carers and employers for information about a wide range of vocational training pathways.





## Creative and Performing Arts

### Dance

Dance Teacher:  
Miss Rhiannon Travers  
rhiannon.travers1@det.nsw.edu.au

### Dance Fit

Dance Fit Teacher:  
Miss Alicia Jordan  
alicia.jordan1@det.nsw.edu.au

### Drama

Head Teacher:  
Mrs Anju Mani  
anju.mani@det.nsw.edu.au

### Music

Head Teacher:  
Mr Thady O'Connor  
thady.oconnor@det.nsw.edu.au

### Music – Live!

Head Teacher:  
Mr Thady O'Connor  
thady.oconnor@det.nsw.edu.au

### Photography, and Digital Media and Visual Arts

Head Teacher:  
Mr Mark White  
mark.white27@det.nsw.edu.au

### Year 9 and Year 10 Courses

Dance (Elective)  
Drama (Elective)  
Music (Elective)  
Visual Arts (Elective)

### Year 9 Courses only

Dance Fit (Interest Elective)  
Music - Live! (Interest Elective)  
Photographic and Digital Media (Interest Elective)

**Dance****200 hour Elective**

Students who study dance as an elective will explore dance as an art form through the practices of Performance, Composition, and Appreciation. In Performance students develop dance technique and performance quality through a range of dance styles. Students also understand how to express feelings, ideas, and emotions by composing specific dance works of art in the practice of Composition. During the Appreciation practice of the course, students will learn how to use the language of dance through viewing, discussing, and writing about dance works of art.

The course also provides opportunities for students to be involved in watching dance companies and performances, as well as many performance opportunities within the school. Students will also take part in extra-curricular performance opportunities such as the Youth Dance Festival and School Spectacular.

The dance classroom is inherently one of trust and nurture, where individual creativity is fostered and encouraged. The subject will benefit students in many aspects of their lives as it develops confidence and resilience, and encourages individuality and creativity through its practices.

**Faculty: Mathematics****Dance Fit****Year 9 Interest Elective**

Love to Dance? Want to improve your dance technique and fitness through learning different dance styles and choreography? The DANCE FIT is for you!

In this course, students will learn and perform a range of different dance styles and choreography in an aim to improve their dance technique, fitness and develop an appreciation for dance. They will develop an understanding and appreciation of different dance styles, including, but not limited to:

Jazz  
Hip Hop  
Contemporary  
Musical Theatre

and learn technique specific routines and steps.

They will also develop their strength and flexibility not only through the performance of dance, but through the implementation of safe dance practices.

This course will run for Year 9 only and will incur no fee.

**Drama****200 hour Elective**

Students who study Drama develop knowledge of theatre styles and experience a wide variety of activities. Over the two years, their studies will involve gaining an understanding of different forms of drama (such as Melodrama, Greek Theatre and Street Theatre), play-building, improvising and directing and staging performances. Students will also have the opportunity to experience live dramatic performances.

While much of the focus in Drama is on practical work and performing, students are also provided with the opportunity to write scripts and work on costumes and makeup. Students will also be expected to learn theatre history and stage craft as part of their theory lessons. All activities allow students to express themselves creatively.

Drama offers many benefits that will stay with students for life. They learn to present themselves in a confident manner to an audience, or under pressure. Students learn skills in working collaboratively, as they are required to workshop their own ideas and develop performances from scratch. Drama offers an interesting and creative way of viewing and understanding society.

Faculty: Music

**Music****200 hour Elective**

Music gives students the opportunity to build on musical experiences students have had in the early part of secondary school. In years 9 and 10, Music involves students performing music, creating and writing their own music and listening to and discussing a *variety of styles* of music. Through these activities students gain an understanding of the style and structure of music and some knowledge of music history.

The knowledge and understanding covered in this course is diverse and may cover topics such as Popular Music, Rock Music, Australian Music, Music for Radio, Film and TV, Classical Music and many others. The course is centred on “doing” music rather than “learning about music”. While it is not essential that students play an instrument, it is suggested that students receive some individual tuition as performance is a compulsory aspect of this course and all students are required to perform as part of their assessment.

Goulburn High School, in partnership with the Goulburn Regional Conservatorium, is offering individual tuition. Fees apply and enquiries should be made to the Music department.

**Fees:** A subject charge of \$20 per year applies (covers basic project costs).

Students may also need to purchase other materials based upon individual projects.



**Music - Live!****Year 9 Interest Elective**

Music Live! gives the students the opportunity to learn all about the role of technology in music, through live sound reinforcement, studio style recording sessions and creating music videos using state of the art equipment and software.

Being able to play an instrument is not necessary (your performance instrument may be a microphone, camera or mixing desk).

The knowledge and understanding covered in this course is targeted to teaching students about several specific areas related to music tech, such as;

- live performance
- live sound reinforcement
- recording techniques
- video editing.

By the end of this course students will be able to;

- use a professional digital mixing desk
- mic up instruments for both live and studio applications
- equalise and balance sound frequency for both live and studio applications
- record and produce professional quality songs
- film, plan and produce a professional quality video
- use video editing software.

**Fees:** A subject charge of \$20 applies (covers basic project costs).

Students will also need to purchase other materials based upon individual projects.

Faculty: TAS

**Photographic and Digital Media****Year 9 Interest Elective**

Photographic and digital media is defined as the process of creating and interpreting photographs and digital images.

Students would be involved in the creation of variety of works, learning skills and techniques that can benefit them in a real world setting.

- Black and white photography
- Photoshop and digital image manipulation
- Stop Motion
- Video production and editing

Students will explore and investigate a wide range of topics to aid in the development of their practical and technical skills including case studies looking at photographers, the processes and technology involved.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** \$40 - plus students will be required to purchase a very good A4 size Visual Arts Diary, have a minimum 2G USB and have access to a digital camera.

**Visual Arts****200 hour Elective**

Visual Arts is defined as the process of making and interpreting artworks and images.

Students would be involved in creating a variety of works using a wide variety of materials and techniques. Some areas of study are:

- ceramics (clay work)
- printing (on paper and material)
- sculpture (in a variety of materials)
- painting on canvas
- drawing
- digital artworks.

Students would explore and investigate a wide range of topics to aid in the development of their practical work, including visits to the local gallery.

**Fee:** \$50 per year. Students will also be required to purchase a Visual Arts Diary.





# English

## English

Head Teacher:

Mrs Anju Mani

[anju.mani@det.nsw.edu.au](mailto:anju.mani@det.nsw.edu.au)

## Year 9 and 10 Course

English

Philosophy

**English****Core Curriculum**

Language shapes our understanding of ourselves and our world. It is the main way in which we communicate with and relate to others. English is the study and use of the English language in its various forms, including spoken, written and visual texts. The study of English assists students to develop a love of literature and learning. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning. As they study English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding.

The study of literature and other text types in English broadens our knowledge and deepens our understanding of the world and life in general. Reading fiction and non-fiction also helps us to develop empathy and compassion as we begin to understand other people's points of view. Students learn to think critically about what they read, listen to and view, in order to become intelligent and well-informed adults and citizens.

In Years 9 and 10, students will study novels or short stories, poetry, films, drama texts (including a Shakespearean play), digital and multi-modal texts. Students will continue to develop their literacy skills in order to become confident and capable communicators. Students analyse, draw inferences, synthesise ideas and knowledge as they read, view and listen. Developing proficiency in English enables students to take their place as critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society.

Faculty: English

**Philosophy****200 hour Elective**

Philosophy stimulates critical thinking in students, assisting them to reflect on their role as active decision makers in society.

The Philosophy course will develop student interest in key philosophical thinkers, problems and arguments. By applying this knowledge to social dilemmas through communities of inquiry, students challenge assumptions and beliefs and build their capacity for critical reasoning and ethical decision making.

Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. The course seeks to engage students in thinking about life's big issues, such as the nature of reality, how we should live and what it means to be human.

Students engage in communities of inquiry style discussions to consider a range of issues and ideas, developing deep critical thinking skills and working collaboratively with peers.

Students may undertake either 100 or 200 hours of study in Philosophy in Stage 5. The course is divided into core and options.

100 hour course comprises two core topics and additional study of selected options to meet the 100 hour requirement.

200 hour course comprises two core topics and additional study of selected options to meet the 200 hour requirement.



# Human Society and It's Environment (HSIE)

## HSIE

Head Teacher:

Mr James Stieglitz

[james.vonstieglitz@det.nsw.edu.au](mailto:james.vonstieglitz@det.nsw.edu.au)

### Year 9 and 10 Courses

Big History (Elective)  
Commerce (Elective)  
Geography (Core Curriculum)  
History (Core Curriculum)  
International Studies (Elective)

### Year 9 Courses only

Aboriginal Studies (Interest Elective)  
Money Matters (Interest Elective)



**Aboriginal Studies****Year 9 Interest Elective**

Aboriginal Studies provides students with the unique opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their culture and their lifestyles. This course is an exploration and celebration of Aboriginal social and cultural heritage and its longevity. Students have the opportunity to gain authentic Aboriginal perspectives through the teachings of local and regional Aboriginal community members and explore the diverse and changing nature of Aboriginal culture. The course will have a mixture of case studies with practical components that will be delivered in partnership with the TAS Faculty.

Faculty: HSIE

**Big History****200 hour Elective**

Big History students examine the history of the universe from the 'big bang' to the modern day, and explore the themes and patterns that can help them better understand the world they live in. The course develops students' ability to synthesise complex information and conduct research through lines of inquiry and projects within an interdisciplinary framework. Furthermore, the course incorporates a number of experiential learning adventures including trips to Archaeological sites, places of change e.g. Google HQ Australia, Parliament House and HQ Joint Operations Command.

This course will not be listed on the Record of School Achievement (RoSA).

Faculty: HSIE

**Commerce****200 hour Elective**

Money makes the world go around. So how do we get it? What do we do with it? Who else wants our money? Commerce equips you to be an informed and thinking money manager.

In Commerce we examine not only how we get our money, but what we can spend it on, and the perils and pitfalls of mobile phones and cars. Commerce also examines the ways in which governments and the law influence us and our money. Commerce helps students face the realities of the world or work, changing technology, consumer problems and government decisions and actions.

Topics covered in the **core** components of the course are Consumer Choice, Personal Finance, Law and Society and Employment Issues.

Topics covered in the **options** component include investing, Promoting and Selling, Law in Action, and Running a Business.

Through gaining knowledge and understanding and developing skills, students of Commerce will develop personal competence and the ability to participate responsibly in the commercial world.

## Geography

### Core Curriculum

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students' curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments produce constant changes to their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, for example, local or regional. The concept of change helps them to explain the present and forecast possible futures.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry, collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.

This course does not incur a fee.

**History****Core Curriculum**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia's distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

Faculty: HSIE

**International Studies****200 hour Elective**

International Studies provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the interconnected world.

This course will not be listed on the Record of School Achievement (RoSA).

Faculty: HSIE

**Money Matters****Year 9 Interest Elective**

Some say it makes the world go round, others say it is the root of all evil. Whatever your opinion, money is something we use every day and is something that can't be ignored. Where does it come from and where does it all go?

In today's fast-paced consumer society, financial literacy is an essential everyday life skill. It means being able to understand and negotiate the financial landscape, manage money and financial risks effectively and avoid financial pitfalls.

This course will help students achieve financial independence by developing the ability to make informed and effective decisions regarding the use and management of money.

Topics covered include: earning an income, spending and saving income, borrowing money, buying a car, moving out of home, arranging accommodation, consumer decision making and choice, using credit, online shopping, mobile phone plans and paying tax.





# Mathematics

## Mathematics

Head Teacher:

Mrs Catherine Kelly

[catherine.kelly@det.nsw.edu.au](mailto:catherine.kelly@det.nsw.edu.au)

## Year 9 and 10 Courses

Mathematics

## Mathematics

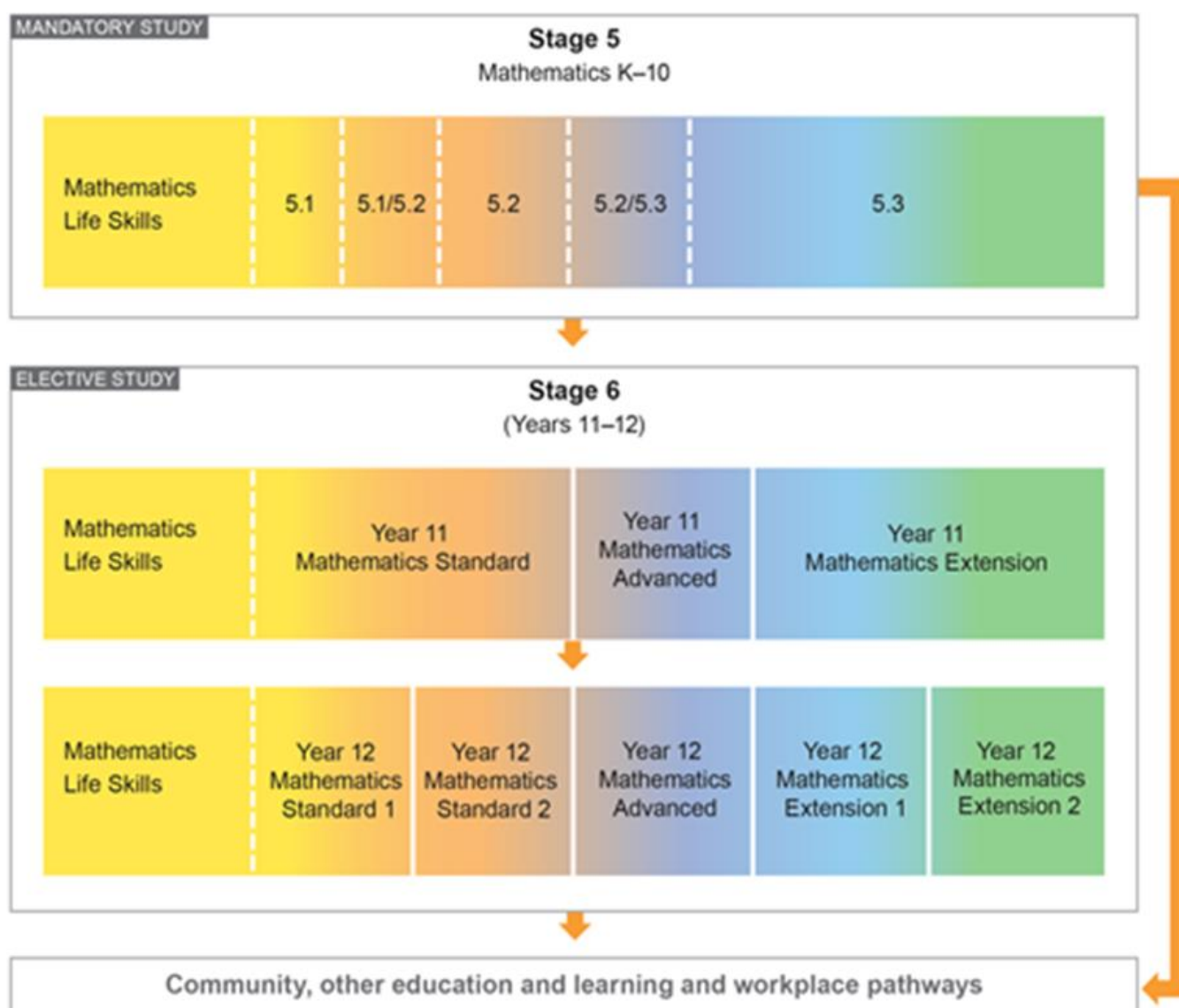
## Core Curriculum

The syllabus provides three pathways to cater for the different needs and capabilities of students.

The **Stage 5.1** Pathway is designed for those students who need time to develop mathematical skills and who learn more easily by experiencing practical activities. This course provides students with the knowledge and skills needed for everyday life.

The **Stage 5.2** Pathway is designed for those students who require extensive experiences leading to the development of mathematical ideas. This course offers a range of options allowing for a practical or academic approach. It will suit students who wish to use their Mathematics in the work place or undertake further academic studies.

The **Stage 5.3** Pathway is designed for those who work easily and quickly with more demanding mathematical concepts. It covers more mathematical concepts than the other two courses and emphasises algebraic processes and deductive geometry as well as numerical reasoning. This course will suit students who are clearly capable of further academic studies in Mathematics.







# Personal Development, Health and Physical Education (PDHPE)

## PDHPE

Head Teacher:

Mr Eddie Teague

[eddie.teague@det.nsw.edu.au](mailto:eddie.teague@det.nsw.edu.au)

## Year 9 and 10 Courses

Child Studies (Elective)  
Outdoor Education (Elective)  
Personal Development, Health  
Physical Education (PDHPE)  
Physical Activity and Sports Studies  
(PASS) (Elective)

## Year 9 Courses only

Leadership (Interest Elective)

## Child Studies

200 hour Elective

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Child Studies includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

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

**Fee:** \$20 per year.

Faculty: PDHPE

## Leadership

Year 9 Interest Elective

This subject is designed to give students a better understanding of themselves as leaders and their leadership potential, providing them with multiple opportunities to develop their personal leadership skills for future leadership pathways. Students develop their knowledge and skills through a rigorous curriculum where practical experience is a key focus and echoes the theme of "Leadership through Service." Students volunteer their time for local charities, act as officials at Primary School carnivals and assist as sports coaches and mentors. Our students participate in workshops for Primary Schools across a range of curriculum areas and actively participate in the Year 6-7 Transition program.

**Fee:** This course will run for Year 9 and will incur a fee of \$25.

Faculty: PDHPE

## Outdoor Education

200 hour Elective

This subject involves learning that takes place in the outdoors as well as learning about the outdoors. It will encompass a variety of forms, including team building activities that take place outdoors, an appreciation or study of nature, and other activities like bushwalking, fishing or camping.

Outdoor Education aims to develop teamwork, leadership and initiative skills. Students participate in challenging activities in order to increase self-esteem, self-reliance and self-confidence while promoting an appreciation of the natural environment. It focuses on building relationships with others and with the natural world, as well as personal growth and achievement.

The activities that may be undertaken by students are of a varied nature. They appeal to a wide range of interests. Activities may include:

- knot and rope skills
- hiking
- rock climbing
- navigation
- ropes courses
- initiative activities
- bush cooking
- fishing
- surfing
- shelter building

**Fee:** \$25 per year (\$50 covers 2 years).

**Personal Development, Health and Physical Education** Core Curriculum

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

It is based on the content strands of "Health, Wellbeing and Relationships", "Movement Skill and Performance", "Healthy, Safe and Active Lifestyles".

Faculty: PDHPE

**Physical Activity and Sports Studies (PASS)**

200 hour Elective

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

Areas of study for Physical Activity and Sports Studies include:

- body systems and energy
- nutrition
- coaching and leading
- strategies and techniques to enhance performance.

This subject would be suited to students who:

- enjoy PDHPE
- would like to choose PDHPE as an HSC subject
- are interested in a job in the sporting, fitness or management industry
- want to improve their own performances





# Science

## Science

Head Teacher:

Mr Jade Smith

[jade.smith7@det.nsw.edu.au](mailto:jade.smith7@det.nsw.edu.au)

## Year 9 and 10 Courses

Agriculture (Elective)

Science

## Year 9 Courses only

Animal Management (Interest Elective)



## Agriculture

200 hour Elective

Goulburn High has 9 hectares of land situated between Crookwell Road and Hoskins Street. The main enterprises include sheep, cattle and poultry. A green house has been constructed where seedlings are propagated and grown. The horticulture or plant production area is situated on half a hectare and includes fruit trees and vegetable growing areas.

Agricultural Technology is studied over Years 9 & 10. It is a 200 hour course. Students will undertake a range of practical activities and study 4 major enterprises.

Students must study at least 4 agricultural enterprises to gain Agricultural Technology in their ROSA.

Students become involved in activities such as feeding poultry, incubating eggs, worm counts, drenching, chemical safety, animal handling, animal welfare, lambing, feeding cattle and sheep, planting tube stocks, growing vegetables, propagating plants and showing livestock.

- Students will study Agriculture at school and on the farm.
- Students will be assessed on the outcomes they achieve. This will be done by assessing
  - a) competencies students achieve in practical areas e.g. drenching sheep, reading chemical labels and exhibiting sheep
  - b) planning and conducting an investigation in an agricultural situation
  - c) written tests
  - d) computer based task.

Faculty: Science

## Animal Management

Year 9 Interest elective

Animal Management meets the needs of students who wish to pursue a career in the handling of animals. It provides a starting block for the responsibilities and duties that would be involved in the industry as well as providing information for use with animals they own.

Students will develop knowledge of housing and equipment used for various animal groups (aviaries, cats, dogs, native animals and aquariums) and develop initiatives in the study of selected animals groups. There is little overlap with the Stage 5 Agricultural Technology course – this course will allow a greater depth of study of a variety of animals not studied in Agricultural Technology.

**Students will need to attend excursions to animal shows, pet shops and the zoo and aquarium in Canberra.**

Faculty: Science

## Science

Core Curriculum

Science is a way of investigating people and their environment. This leads to a body of collected knowledge made up of principles, laws and theories that explain the universe.

In order to cope with the "knowledge explosion" and technological change, individuals need to develop certain skills and attitudes. In Science courses, students are involved in activities which develop skills in manipulation, observation, problem solving, communication and social interaction.

Through Science, students are helped to come to terms with a rapidly changing world. They acquire an approach to scientific phenomena which enables them to deal more effectively with issues and problems relating to people and their environment.



# Technological and Applied Studies (TAS)

## TAS

Head Teacher:

Mr Mark White

[mark.white27@det.nsw.edu.au](mailto:mark.white27@det.nsw.edu.au)

### Year 9 and 10 Courses

Food Technology (Elective)

Industrial Technology - Metal (Elective)  
- Wood (Elective)

Information and Software Technology (IST) (Elective)

Textiles Technology (Elective)

### Year 9 Courses only

Baking (Interest Elective)

Timber and Metal Projects (Interest Elective)

Fashion Modelling (Interest Elective)

**Baking****Year 9 Interest Elective**

Baking gives the students the opportunity to enjoy the practical side of Food Technology. Baking is a specialised area in the Food Technology curriculum and engages students to bake cakes, breads, biscuits, pies, slices, pastries. If students like to bake, then this course will teach them all the basics and more!

Students will cook up a storm and incorporate some of their own recipe ideas in their final assessments and practical work.

The knowledge and understanding covered in this course is will look at traditional and modern takes on many different types of baked products. Students will work with sweet and savoury items, breads from white bread to Turkish and flat breads, and cakes from sponge to Black Forest, and much more.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** A subject charge of \$80 applies (covers basic project costs).

Students will also need to purchase other materials based upon individual projects.

Faculty: TAS

**Fashion and Modelling****Year 9 Interest Elective**

If you're interested in fashion at all, this one's for you. We will cover fashion, make-up, runway concepts, photography, style, design and all that is related to staying on top of the fashion world.

Projects will involve using unconventional materials. We'll make our own make-up, jewellery and design our own fashions from head to toe. We'll master some fashion sketch drawings with wild inspirations. We will finish the year with a runway production.

**Fee:** \$35 (Subject fee covers basic project costs. Students will also need to purchase fabrics and other materials based upon individual projects).

Faculty: TAS

**Food Technology****200 hour Elective**

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

The knowledge and understanding covered in this course is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

**Students must wear leather enclosed footwear and an apron at all times in this subject.**

**Fees:** A subject charge of \$80 per year applies (covers basic project costs).

Students will also need to purchase other materials based upon individual projects.

**Industrial Technology****200 hour Elective**

Industrial Technology gives the students the opportunity to be actively involved in the design, planning and construction of many graded projects. It incorporates the use of materials, tools and processes relevant to the area of study. This course also provides students with the opportunity to work co-operatively within a practical environment.

This course is able to be modified to meet individual needs, and to extend the range of existing knowledge and interests of students.

Students will be able to choose **up to two technology** subjects from:

**INDUSTRIAL TECHNOLOGY METAL**

Students progress through aspects of general Metalwork and progressively develop skills in sheet metal work, fabrication, assembled components, lathe work and welding. The course focuses on practical skills and students will enjoy undertaking and completing many projects over the duration of the course.

The final Year 10 project is a major individual project which is chosen by the student. The major project demonstrates the development of knowledge and skills covered in the course, including the design, planning, fabrication and project management of a custom individualised project.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** A subject charge of \$60 per year applies (covers basic project costs).  
Students will also need to purchase other materials based upon individual projects.

**INDUSTRIAL TECHNOLOGY WOOD**

Students progress through multiple aspects of Woodwork and progressively develop skills in project work which include cabinet construction and furniture design. Students will enjoy undertaking and completing many projects over the duration of the course.

The final Year 10 project is a major individual project which is chosen by the student. The major project consolidates all aspects of the course to engage students in the design, planning, construction, and finishing of a custom project.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** A subject charge of \$60 per year applies (covers basic project costs).  
Students will also need to purchase other materials based upon individual projects.

**Information and Software Technology (IST)****200 hour Elective**

Increasing applications of Information Technology, including internet, gaming, mobile handheld devices, tablets and smartphones, mean that patterns of life and work in industrialised nations are changing rapidly. The use of technology is also changing the way people learn and live.

Information and Software Technology (IST) investigates the role of the computer in problem-solving and looks at the interaction of people, hardware and software. Students experience, through practical experiences and project work, access to the internet and a range of software packages in a network environment.

Areas of studying Information and Software Technology include:

- internet and website development
- gaming design
- computer programming, HTML, CSS and Java
- robotics and artificial intelligence
- digital media
- software and hardware

Many students identify Information and Software Technology as a valuable area of study, not only as a commodity, which may enhance their employment opportunities, but also as an intrinsically interesting area of study.

The skills developed in this subject will be directly and immediately useful in many other subject areas. The development of such skills is an advantage to anyone living in a complex and changing technological environment.

Faculty: TAS

**Textiles and Design****200 hour Elective**

Textiles Technology gives the students the opportunity to study and be involved in the practical and theoretical study of textiles materials and the ways in which they may be used. Students will complete four units of work, each developed around a specific project which could include garment and costume design and construction, and furnishings such as quilts and cushions, and soft toys. Students will be required to document the development of their projects, from design ideas to finished product.

The knowledge and understanding covered in this course is designed to provide a broad knowledge of textiles and textiles technologies, including; the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students will also explore the historical and cultural uses of textiles, and contemporary textiles designers, and use them as sources of inspiration for their textile designs.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** A subject charge of \$50 per year applies (covers basic project costs).  
Students will also need to purchase other materials based upon individual projects.



**Timber and Metal Projects****Year 9 Interest Elective**

Timber and Metal Projects gives the students the opportunity to enjoy all the practical aspects of Industrial Technology in an intensive program that mimics the major work undertaken by senior students. The course works through the design process and challenges students to create two individual products that are planned and produced based on their identified specialities. This course offers students the opportunity to take the reins of their own learning and experience the process and refinement of a product first hand. Students will develop their skills and knowledge using a range of hand and power tools based on their chosen product, most of which would be available in the home workshop.

The knowledge and understanding covered in this course has an emphasis is on hands on practical experience with each student producing their own work, in their own chosen speciality. All projects will be of high quality design and will have the potential to be completed to a high standard of workmanship. Projects may be made using a combination of timber and metal and all projects will be fully finished by the student.

**Students must wear leather enclosed footwear at all times in this subject.**

**Fees:** A subject charge of \$60 applies (covers basic project costs).

Students will also need to purchase other materials based upon individual projects.



Subject fees are to cover the costs of materials used and/or consumed by students in the course of their studies. Parents are asked especially to consider carefully the charges levied for elective subjects before making curriculum choices.

<b>Elective Courses</b>	<b>Year 9</b>	<b>Year 10</b>
Child Studies	\$20	\$20
Food Technology	\$80*	\$80*
Industrial Technology Metal	\$60*	\$60*
Industrial Technology Wood	\$60*	\$60*
Music	\$20*	\$20*
Outdoor Education	\$25	\$25
Textiles Technology	\$50*	\$50*
Visual Arts	\$50	\$50
<b>Interest Elective Courses</b>	<b>Year 9</b>	<b>Year 10</b>
Baking	\$80*	
Fashion and Modelling	\$35*	
Leadership	\$25	
Music Live!	\$20*	
Photographic and Digital Media	\$40*	
Timber and Metal Projects	\$60*	

\* Represents a variable cost – dependent on the costs incurred with the Major Project.

## NOTES

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