Stage 5
Information Booklet

Stage 5
Year 9 2016
Year 10 2017
CONTENTS

Introduction 3

Mandatory Subjects
English 7
Mathematics 7
Science 8
Geography (Mandatory) 9
History (Mandatory) 9

Electives
Commerce 11
Drama Elective 12
Music Elective 13
Visual Arts 14
French 15
Japanese 15
Physical Activity and Sport Studies 16
Design and Technology 17
Food Technology 18
Industrial Technology Timber 19
Information and Software Technology
Industrial Technology – Multimedia 21
Work Education 22
Northern Beaches Secondary College
Balgowlah Boys Campus

Principal’s Introduction

At the end of this year students in Year 8 will have finished Stage 4 of their education, which is often regarded as having completed an introduction to high school. During Years 7 and 8, all students study the same subjects, the only choice available being the language option studied in Year 8. The courses students follow at Balgowlah Boys are very similar to those followed by students at other high schools.

Students have the opportunity to make decisions, in consultation with parents and staff, about which subjects they will study in Years 9 and 10. All students must study English, Mathematics, Science, History, Geography and PDHPE as Core subjects. Students will then need to select two elective subjects, which will be studied for the next two years and be presented for the Record of School Achievement (ROSA).

This booklet has been prepared to help make decisions that are important to a student’s future education.

Paul Sheather
Principal
Northern Beaches Secondary College
Balgowlah Boys Campus

Deputy Principal – Moving to Yr 9 & 10

The next 2 years will transition junior students into the leaders of our school.

Year 8 marks the end of the junior section of the curriculum and begins to develop students’ academic and social practices for study, work and engagement in life.

As we come to the final term of Year 8 it is important to consider the impact of the choices made to either grasp opportunities or let them pass by.

In Years 9 and 10 there are many opportunities for students to develop their leadership skills through involvement in peer tutoring, music ensembles, sporting teams, student representative council and societies such as chess, environment and hall crew.

It is through the above experiences that students achieve the focus and motivation to achieve highly in their academic studies.

Please do not hesitate to contact me or Ms Duncan at any time.

Dane Ropa
Deputy Principal
Choosing Your Electives

Students will be asked to choose **two** subjects from the list below.

These subjects are studied for two years.

Students will be asked to provide in priority order, their first five subject choices.

Students will be complete the process online during class on Thursday 27 and Friday 28 August 2015.

Students who are absent on this day should complete the form at:

[www.tinyurl.com/BBCElectives2016](http://www.tinyurl.com/BBCElectives2016)

The elective subjects are listed below:

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<tr>
<th>Commerce</th>
<th>Design &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Food Technology</td>
</tr>
<tr>
<td>French</td>
<td>Industrial Technology Timber</td>
</tr>
<tr>
<td>Japanese</td>
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</tr>
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<td>Work Education</td>
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Behaviour and Attendance

The Principal must certify that a student has applied himself with diligence and sustained effort and achieved course outcomes. Attendance at School must be satisfactory.

Examinations

Year 9 and Year 10 students will undertake ½ yearly and yearly examinations in all subjects.
Mandatory Studies
English

English is compulsory in all years. The aim of English in Years 9 & 10 is to enable students to continue to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

In Stage 5 an emphasis is placed on the boys’ ability to develop a critical approach to an ever-widening selection of text types including visual and verbal and to draw on their present understanding while being challenged to make connections with new concepts.

Our intention is to encourage the use of appropriate literacy strategies which will help develop their skills in reading, writing, listening, speaking and viewing.

Contact: Head Teacher English – Mr B Seldon

Mathematics

Mathematics classes in Years 9 and 10 are streamed into a pathway. This helps to cater for our students’ individual differences, i.e. varying maturation, growth rates and capabilities. The interests they have is also an important factor in their effort and success. Students are initially placed in the pathway, which is deemed suitable for them as a result of their performance in Years 7 and 8.

This continual streaming process is based on topic tests, term exams and formal Yearly Examinations. Held at the end of each term, these term exams are used to promote those students who have earned a position in a higher pathway, and to relegate those who are not keeping up to the standard of the class. Class and topic tests, quizzes and assignments may also form a part of each student’s assessment.

In Years 9 and 10 provisions are made for pupils to study at a level on a continuum pathway from 5.1 base, 5.2 to 5.3 (advanced).

There are 9 Grades A10 – E2 reflective of Pathway 5.3 to 5.1 that are allocated to students, based on their Year 9/10 ongoing assessments.

Contact: Head Teacher Maths – Mr T Surace
Science

Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as a set of models, theories, laws, systems, structures and interactions. An understanding of Science and its social implication provides a basis for future choices and ethical decisions about local and global applications of Science.

The study of Science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students work individually and in teams in planning and conducting investigations. They are encouraged to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions. Students are called on to apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making decisions about the environment, the natural and technological world. Programs are designed to engage students by providing many investigations and hands on activities with real life problems to solve. Each topic will be approximately 5 weeks and include a assessment task to assess student knowledge. Each topic will also have an assignment with a focus on developing research, presentation or problem solving skills.

The topics students study in year 9 and 10 include:


Contact: Head Teacher Science – Mr C O’Neil
Geography (Mandatory)

Stage 5 Mandatory Geography is all about Australian environments and communities.

The study of Geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources. This is achieved through organised field trips and the completion of a Research Action Plan, utilising various ICT skills.

The areas of inquiry focus on the following:

- Investigating Australia’s Physical Environment
- Changing Australian Communities.
- Issues in Australian Environments (emphasis on Coastal Management)
- Australia in its Regional and Global Context.

History (Mandatory)

Every student in Years 9 and 10 will study the new Mandatory Australian Curriculum History Course. The aim is to stimulate students’ interest in the enjoyment of exploring our past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens. This course focuses on Australia and various World Studies.

The areas of inquiry focus on the following:

- Historical Skills
- Making of the Modern World
- Industrial Revolution, Progressive Ideas and Movements
- Making a Nation-Australia
- Asia and the World
- World War I and Australia
- World War II and Australia
- Modern World and Australia 1918 – present
- Rights and Freedoms
- Popular Culture (1945 – present)
- Environment Movement (1960 – present)
- Migration Experiences (1945 – present)
- Australia in the Vietnam War era

Contact: Head Teacher HSIE – Mr S Hartog
Elective Subjects
**Commerce**

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

**Students study four core topics:**

- Consumer Choice
- Law and Society
- Personal Finance
- Employment Issues

**And at least five options from the following list:**

- Investing
- Travel
- Promoting & Selling
- Law in Action
- E-commerce
- Our Economy 1
- Global Links
- Community Participation
- Towards Independence
- Running a Business
- Political

Through the application of knowledge, the development of skills and the exploration of values and attitudes, students gain competence to participate responsibly in today’s commercial world.

This subject also provides a useful background to the study of Economics, Business Studies and Legal Studies in Years 11 and 12.

**Contact:** Head Teacher HSIE – Mr S Hartog
Drama

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

Throughout the course students will learn and develop knowledge through making, performing and appreciating. Understanding, knowledge and confidence will be gained through the exploration of topics such as:

- Improvisation & Play building
- Performance Skills & Styles
- Set and costume design
- Film making
- Technical production (lighting and sound design)
- Small Screen Drama
- Scripted Drama
- Character Development

Drama fosters an atmosphere that allows students to develop a solid sense of self-worth by encouraging them to identify, develop and enrich their personal attributes and talents. The program nurtures the development of confidence and leadership skills. Students acquire skills in interpretation, communication, performance, design & critical analysis, and are able to present work using technical processes & technologies.

Contact: Head Teacher The Faculty of Arts - Mr H Shanal
Music

Elective Music provides students with the opportunity to acquire the knowledge understanding and skills to actively engage and enjoy performing, composing and listening to music, allowing a wide range of music to have an important role in their lives.

Students will develop knowledge, understanding and skills in the concepts of music through:

- **Performing**: developing solo and/or ensemble techniques, instrumental skills, interpreting musical symbols and as a means of self-expression in a wide range of styles, periods and genres.

- **Composing**: musical creation and problem solving as a means of self-expression.

- **Listening**: developing skills in aural awareness and communication of ideas about music in a wide range of social, cultural and historical contexts.

Students will also learn to perform music in a range of musical contexts, compose music that represents the topics studied and listen with discrimination, meaning and understanding to a broad range of musical styles.

Tuition is available for many different instruments before, during or after school and is strongly recommended. Students who are committed to studying an instrument of their choice in addition to class develop strong foundations for their development of music skills.

**Contact: Head Teacher The Faculty of Arts - Mr H Shanal**
Visual Arts

This course aims to foster experimentation and different artmaking conventions and procedures, and to interpret and construct meaning in the critical and historical study of artworks.

Students will develop knowledge understanding and skills to make artworks informed by their understanding of practice, the conceptual framework (the relationship between the artist, artwork, world and audience) and the subjective, structural, cultural and postmodern frames. Students will also learn to critically and historically interpret historical and contemporary art practices from different points of view.

Artmaking
Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D expressive forms. This includes both traditional and contemporary forms to build a body of work over time, and to record their procedures and processes about their own art making practice in their Visual Arts Diary.

- 2D (drawing, painting, printmaking, photo and digital media, graphics)
- 3D (ceramics, sculpture, installation, designed images, objects and environments)
- 4D (performance, time based installation, video & digital animation)

Critical and Historical Studies
Visual Arts enables students to become informed about and write about their contemporary world. Students will develop their research skills and learn how to make informed personal choices and judgements to present well-reasoned accounts in their art writing.
‘It is not beyond anyone to learn another language’

French

The study of French enables students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Interactive and communicative lesson activities utilising smart board activities, pod-casting, role plays, film, music, and excursions such as to restaurants, cinema’s and art exhibitions allow students to achieve required outcomes in realistic settings.

Students will develop the knowledge, understanding, listening, reading, speaking and writing skills necessary for effective communication in French. Along with a broad range of study strategies, helping to prepare them for Year 11 and 12.

Students will explore the nature of languages as systems, helping to develop their literacy skills in both French and English.

Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture.

Japanese

The study of Japanese enables students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. Interactive and communicative lesson activities utilising smart board activities, pod-casting, role plays, Web 2 communication, Virtual Exchange and restaurant excursions allow students to achieve all required outcomes in realistic contexts.

As part of the Stage 5 course, students are given the opportunity to participate in a visit to Odawara, our sister city in Japan, where students live with a Japanese family for 2 weeks. Students are also able to participate in activities with the Japanese students in the reciprocal exchange to Australia.

- Students will develop the knowledge, understanding, listening, reading, speaking and writing skills necessary for effective interaction in Japanese.
- Students will explore the nature of languages as systems by making comparisons between Japanese and English.
- Students will develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Contact: Head Teacher The Faculty of Arts – Mr H Shanal
Physical Activity and Sport Studies

This course provides an opportunity for students to fully develop practical skills and create greater awareness, understanding and application of sport, lifestyle and recreation. It is designed, not just for talented athletics but also for students who are interested and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world.

The course comprises of both a practical and theory component and provides a sound basis for future studies in this field. Participation in this course will lead to better informed community member through involvement in such areas as skilled movement, sports coaching, the recreational and sociological perspectives of sports.

Practical aspects of the course include games, recreation, track and field, gymnastics, leadership, administration and personal fitness whilst theory includes rules, skills tactics and history of sports, anatomy and exercise physiology, principles of training, nutrition and exercise, sports coaching, sport and the media, sport as a career, Sports medicine.

The PASS course is also designed to help prepare students for Stage 6 PDHPE HSC course.

Contact: Head Teacher PDHPE/Arts - Mr H Shanal
Design and Technology

Design and Technology engages students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles.

Students will undertake a range of practical experiences that occupy a majority of time in this course. These projects may involve the following:

- Phone Holder
- Bridge Building
- Graphical
- Ecolamp
- Food
- 3D printing
- Student-negotiated focus area of design

The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration encourages students to take intellectual risks and experiment with resources when developing projects.

Students will use timber workshops, a commercial kitchen, computer laboratory and the metal workshop throughout this course in order to complete their practical projects. They will also attend a variety of excursions.

Contact: Head Teacher TAS - Mr M Webb
Food Technology

Food Technology provides students with the opportunity to learn about food and the food industry. How to select nutritional foods, prepare and present food, and how to work in a kitchen in a safe and hygienic manner. Students will learn to follow a workflow and recipe to prepare, present (and consume) a variety of dishes.

The core focus areas in Food Technology provide opportunities for students to develop knowledge, understanding and skills in relation to food preparation and processing as well as nutrition and consumption.

Students will also focus on the following areas throughout years 9 and 10:-

- Food in Australia
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food Trends
- Food Equity
- Food for Special Needs
- Food for Special Occasions

Additionally, students will develop knowledge and skills in the use of materials, tools and techniques by designing, producing and evaluating their own dishes for practical projects. Practical lessons are held weekly, often with a demonstration lesson in the same week. Dishes prepared include cakes, biscuits, slices, snacks, entrees, mains and desserts.

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course they will be able to experiment individually or in a group, in preparation for class cooking competitions.

Contact: Head Teacher TAS – Mr M Webb
Industrial Technology Timber

Industrial Technology Timber focuses on the relationship between technology, industry, society and the environment, and develops the ability to make value judgments about issues, decisions and consequences arising from this interaction. Students also develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society. Students will use a variety of computer programs and photography throughout this course.

Practical projects are major focus and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

These may include:

- Carry all toolbox
- Cutting boards
- Miniature tables
- Decorative timber products using wood lathe
- Bedside cabinets
- Coffee tables
- Storage and display units.

Students develop a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

The skills, knowledge and attitudes developed through the study of Industrial Technology Timber 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.

Contact: Head Teacher TAS - Mr M Webb
Information & Software Design

Information and Software Technology teaches invaluable computing skills that will transfer to any field which may be of interest. This course will inform students what happens behind the scenes in their computers and computer applications which will create more powerful computer users.

Within these topics students will learn essential theory terminology, components and knowledge which is accompanied with relevant practical experiences.

Students will develop skills in a wide variety of computing applications such as Microsoft word, Microsoft Excel & Microsoft Access, while also learning the basics of database structure and SQL. Students will have opportunities to look at some specific skills within Photoshop, InDesign, Flash and Premiere Adobe applications. They will not only learn how the internet works and how to use it as a powerful tool but learn how to create their own web pages with HTML5, CSS3 and Adobe Dreamweaver. They will be introduced to the basics of software development and programming with an introduction to Visual Basic and Python programming languages. The course will culminate in a final project of the student own choice, allowing focus on the area which most interests them.

**Topics**

- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Software Development and Programming
- Robotics and Automated Systems
- Artificial Intelligence, simulation & modelling

**Elective Fees $50**

**Contact:** Head Teacher TAS - Mr M Webb
Industrial Technology – Multimedia

Industrial Technology - Multimedia provides students with skills in industry related multimedia development. Focus is on computer software and hardware in relation to print media & video creation and editing, Flash animations and web design.

**Topics**

- Print Media
- Illustration
- Animation
- Digital Video Productions
- Web Design

**Applications**

- Photoshop
- InDesign
- Illustrator
- Premiere
- Flash
- Dream Weaver

Within these topics students will learn some essential theory, including writing assessment tasks, however, this is a largely practical subject where the majority of course time will be spent working with practical applications and technology.

Projects will promote the sequential skills and reflect an increasing degree of autonomy as they progress through the course. The course will culminate in a Major Project in Year 10 encompassing all they have learned over the two year course.

**Elective Fees $50**

**Contact:** Head Teacher TAS – Mr M Webb
Work Education

Access to this program will be by invitation only. This course is designed to prepare students for further study, training or employment. Lesson activities rely on the application of school knowledge in real-life contexts or problems, and provide opportunities for students to share their work with audiences beyond the classroom and school. There will be opportunities for students to experience a variety of work experience over the duration of the course.

Work Education is aimed at addressing learning about the workplace by developing:-

- Employability skills
- Enterprise skills
- Pathways planning skills

And to establish an appreciation of:-

- Lifelong learning
- Responsible community
- Participation
- Increased self-awareness

In Year 10 students will obtain Australian Curriculum Frameworks qualifications.

After the completion of this program these students will have access to accelerated pathways and the Stage 6 Work Studies program.

VET HSC students will receive a NSW HSC (with no exams), priority into TVET courses whilst still at school, nationally recognised TAFE Credential – up to Certificate II qualification, enhanced chances of gaining entry into high demand TAFE courses, and extensive experience in the work place.

Contact: Work Education Coordinator – Ms A Williams
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