Introduction

Life as a senior school student at The Armidale School is full of expectations. In particular, there are expectations of achievement, responsibility and independence. Our senior students are required to make significant choices and decisions regarding their academic programs as well as demonstrate leadership and responsibility.

Academically, our students take control over their own learning through their choice of subjects leading to the Higher School Certificate. They are required to be personally responsible for decisions that will lead to academic achievement and individual growth. There are also a wealth of expectations associated with performance in sport, outdoor education and the creative and performing arts. We aim to provide our students with the knowledge and skills to help them meet these expectations and to grow into knowledgeable, confident and talented young men who care about the world they live in.

This handbook is designed for students who are entering Year 9 and 10 and provides a range of information to help you and your parents choose courses that suit your needs and interests. The handbook includes details about The Armidale School years 9–10 curriculum with information about each subject, department’s aims, facilities and courses. Our students are supported by highly-qualified staff who are passionate about their subjects and provide the motivation for the boys to reach their potential.

We cater for the academic, creative, technological and extra-curricular interests of all students and the school offers a wide range of courses and activities. Academic courses are complemented by the extensive extra-curricular and pastoral care programmes. The school also offers learning support, an Extension and Enrichment programme and targeted teaching practices to help each boy succeed. Our Extension program includes a range of classes including advanced maths and science, history, geography and creative writing. In addition, students take part in school assemblies, chapel and advisor groups as well as extra-curricular and weekend sport.

It is our aim to provide a broad and engaging program that helps create avenues of success for every student at TAS academically, creatively and physically.

The Armidale School is registered and accredited with the NSW Board of Studies allowing boys to complete years 9 and 10 and the NSW Higher School Certificate (Year 12).

You will find further information about these on the Internet at www.boardofstudies.nsw.edu.au

NSW Record of School Achievement (RoSA)

In 2011, the NSW Minister of Education announced that School Certificates tests would not continue beyond 2011. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

For more information please visit: http://www.boardofstudies.nsw.edu.au/rosa/parents-employers.html

Assessment

In each subject, a series of formal and informal assessment tasks will be conducted in each year. These tasks will measure the extent to which each student has met the aims and objectives of the course. Based on these tasks, teachers will compare the achievement of their students with the published Course Performance Descriptors, not with their achievement relative to each other.

The school publishes a School Assessment Policy that is available for download each year from the TAS website.
Core Subjects
All students at TAS are required to study English, Mathematics, Science, HSIE and PDHPE in Years 9 and 10. Students will also participate in Christian Development and Careers (Year 10 only). The core subjects are graded in that they all have an extension class for more able students, chosen on merit, with the remaining two classes mixed. This may involve different students for each core subject depending on their performance in Year 8.

Elective Subjects
Year 9 and 10 students at TAS study three electives over the two years. A subject information session is held in Term 3. Students are then asked to complete a subject survey form so that the Director of Studies is able to determine which classes will run the following year and which electives will run at the same time during the timetable. At this point, students will be asked to finalise their elective choices for Year 9.

Extension electives should only be chosen by students with recognised ability in the subject. Places in these classes are limited and are based on previous performance in the relevant subject. Students who gain a place in these classes will be notified by the relevant Head of Department towards the end of Term 4.

The school also recognises that some students have particular needs not satisfied by the standard curriculum pattern – learning support, extension and enrichment programs, accelerating students, students with native languages or those with particular interests. Individual programs of study may be an appropriate response to these needs and an appointment with the Director of Studies is recommended after initial discussions are held with the homeroom teacher in Year 8.
### Subjects Offered in Year 9 and 10

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### Notes Associated with Subject Choices

- In Year 9, all core subjects will have extension classes. At the beginning of the school year, each core subject will allocate students to either a mixed ability class or the extension class. This will be based on results from Year 8 and teacher recommendation.
- Year 9 subjects may be combined with the Year 10 class if there is insufficient interest to run a separate class. Decisions on the viability of each subject are based on available qualified staffing and adequate student interest in the subject.
- Students may apply to study some subjects not offered by the school, by correspondence. The school has reservations about the study of any subject by correspondence and recommends that only those highly motivated students with sound independent study habits should apply. Correspondence courses have a cost associated with them and are not covered by normal tuition fees - approximately $500-$1000 per year. Some courses also require workshops in Sydney at your own expense and organisation.
Agricultural Technology (Elective)

Contact Person: Mr Michael Ball - mball@as.edu.au

Rationale
In brief, the course aims to:

- develop competence in the Skills and Knowledge required to husband animals and plants; prepare the student for further work in Agriculture; develop, in the student, an awareness of the role that Agriculture plays in our culture; encourage the student to make hypotheses and to analyse data;
- develop interests and attitudes that give scope for personal achievement and satisfaction; engender sound values associated with the conservation of resources; develop in the student an ability to communicate well; become involved in the day-to-day management of the school farm.

Brief Description
Agricultural Technology at TAS is studied as an elective in Year 9. Students study 200 indicative hours at Stage 5 level over Years 9/10. As determined by the Board of Studies, students studying at Stage 5 level will involve at least 4 units of work studied with more detailed (Stage 5) outcomes. Of these units of work, two must be plant and two must be animal based units. As per the Board of Studies support documents for Agricultural Technology, practical experience in Year 9 should occupy a minimum of 50% of allocated course time.

Units of work may include Prime Lamb Production, Beef Cattle Production, Beekeeping, Pig Production, Pasture Production, Fodder Conservation and Production, Vegetable Production and Cereal Production.

Special Conditions
Students will be expected to take part in all excursions that are organised as part of the course.

Relation to Senior Courses
Students can continue in Stage 6 Agriculture and/or 2 Unit Primary Industries Studies/Vet Certificate II Agriculture.
Commerce (Elective)

Contact Person: Mr David Toakley - dtoakley@as.edu.au

Rationale
Commerce is a subject that appeals to students who are interested in learning about:

• The features of business enterprise and entrepreneurship. In Year 9 students will learn how to write a business plan, and they will run a class business in Term 3.
• The tricks and traps that some businesses use to exploit consumers and from this build an awareness of being an informed consumer. In Year 9, students will compete in the *MoneyStuff Challenge* run by the Office of Fair Trading.
• Investment in the stock market – students will learn about the structure and function of the Australian Securities Exchange (ASX), how to buy and sell shares, and the skills and tools necessary to identify a good stock.
  In Year 10, students will compete in a national online stock market game that is managed by the ASX. Students are required to invest $50,000 over a 15 week period.
  Other investment options such as property will also be studied.
• The structure and function of the Australian legal system. Students will learn the characteristics of civil and criminal law, and study interesting case studies.
• Basic Economics - the different economic systems (capitalism versus communism), the law of demand and supply, the features of the Australian economy and its place in the global economy.

Brief Description
Students undertaking the 100 hours course will study 2 Core topics and a minimum of 5 Options.

The Core topics include:

• Consumer Choice (20 hours)
• Personal Finance (20 hours)

Core topics 1 and 2 will be studied in Year 9

The remaining 3 options will be taught over Year 9 and 10.

A minimum of 3 optional topics will be taken from the following: (each topic 15 hours):

• Investing
• E-commerce
• Political Involvement
• Law in Action
• Community Participation
• School-developed option

• Promoting and Selling
• Global Links
• Travel
• The Economy
• Running a Business

Special Conditions
An elective in Commerce will be offered that will allow students to complete a 200 hour course over two years of study.

Relation to Senior Courses
Commerce in Year 9 and 10 is a useful introduction to Economics, Business Studies and Legal Studies in Years 11 and 12.
Design and Technology (Elective)

Contact Person: Mr David Slade - dslade@as.edu.au

Rationale
Design and Technology provides broad experience in the design and development of quality projects and 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.
It is a two-year (Year 9 and 10) elective course.

Brief Description
Students will develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.

Special Considerations
Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

Students are required to comply with all current WHS requirements in workshops used throughout the course. The course will attract a consumables cost of approx. $120 in year 9 and $80 in year 10.

Relation to Senior Courses
As well as the workshop and industrial experience gained, this course will stand students in good stead for any senior Technology and Applied Studies course such as Design and Technology or VET Curriculum courses.
Drama (Elective)

Contact Person: Ms Emma Buzo - ebuzo@as.edu.au

Rationale
The study of Drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture, including those that make up Australian society. Students best suited to this course are outgoing and enthusiastic who enjoy working creatively in large and small groups.

Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Brief Description
Drama is a dynamic subject in which students learn by doing. They work in a physical environment, performing in most lessons. It provides students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. Self-confidence, motivation and self-esteem are developed through the devising, work-shopping, rehearsing and performing of individual and collaborative works.

Students will study different types of Drama including playbuilding, script-writing, improvisation, the history of theatre as well as film making, design and the technical areas of theatre and film making. Students will experience the theatre in many ways: as performers, designers, script writers, directors, filmmakers, critics and as audience members.

Special Opportunities
Students may be given the opportunity to take part in masterclasses or workshops given by visiting theatre practitioners, attend professional live theatre both at the Hoskins Centre and interstate and usually have the opportunity to perform publicly.

Relation to Senior Classes
Drama is offered by the school in Years 11 and 12.

Costs
From time to time, students may see professional theatre either at the Hoskins Centre or interstate and take part in workshops or masterclasses by visiting practitioners.
**English (Core)**

**Contact Person:** Ms Julie Flanagan - jflanagan@as.edu.au

**Rationale**
The study of English is designed to develop a love of literature and learning and be challenging and enjoyable. 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.

Over Stage 5, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5.

**Brief Description**
Through responding and composing texts, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

In both Year 9 and Year 10, students can expect to experience units focusing on:
- spoken, print, visual, media, multimedia and digital texts
- texts widely regarded as quality literature
- Australian literature, including texts which give insights into Aboriginal experiences in Australia
- texts from other countries and times, including texts written about intercultural experiences
- Shakespearean drama
- a wide range of cultural, social and gender perspectives, popular and youth culture
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- a range of digital texts, including film, media and multimedia

**Relation to Senior Courses**
All students must study English in every year up to and including Year 12.
English Extension (Elective)

Contact Person: Ms Julie Flanagan - jflanaga@as.edu.au

Rationale
This elective is designed for students with creative flair. Skills developed in this course will directly benefit all students studying English in Stage 6. The unit allows for students to work on ways of developing creative expression across a variety of different forms including Short Story writing, Film/Script writing and Music and Lyrics. Students will develop skills in the process of composing creative texts and the extensive drafting, editing and polishing required to succeed in creating a tightly woven text.

Basic Description
Students studying this English Elective will study three modules:

- Narrative Writing
- Film/Script Making
- Music & Lyrics

In addition, students will work on one major piece of their own choice.

Relation to Senior Courses
English Elective – This course will benefit all students of English, but especially students work in Advanced, Extension 1 and Extension 2 English in Stage 6.

Criteria
Students who apply for this subject should:

- be passionate about English
- have above average skills - achieving Band 5 or better in their English work
- be motivated workers
- be recommended by their current English teacher.
English Plus (Elective)

Contact Person: Ms Julie Flanagan - jflanaga@as.edu.au or Ms Catherine Boydell - cboydell@as.edu.au

Rationale
This elective is designed for students who wish to consolidate and develop fundamental literacy skills. Skills developed in this course will directly benefit studies in all literacy rich subjects in Stage 5.

The unit allows for students to work on ways of developing their composition and comprehension skills across a variety of different subjects; Including literacy for numeracy, Science, History, Geography and any other subjects course members may request. Support and assistance in assessment work across all subject areas will be a component of this course.

Basic Description
Students studying English Plus will undertake units designed to develop fundamental Reading, Writing, Speaking and Spelling skills.

• Text types for composition – persuasive writing, essays, reports, narrative
• Text types for comprehension – persuasive texts, essays, reports, drama, poetry
• Support and assistance in assessment work across all subject areas
• In addition, students will work on one major piece (of their own choice)

Relation to Senior Courses
English Plus Elective Year 9 will benefit students of English who may be considering enrolling in a School Based Traineeship or Standard English.

Criteria
Students who apply for this subject should:

• be genuinely looking to improve their literacy skills across all subjects
• be motivated workers
• will have previously been an English Plus student in Years 7 or 8, unless new to the school in years 9 or 10

Positions will be strictly limited and determined by Catherine Boydell in consultation with the English Coordinator and the Director of Studies.
French (Elective)

**Recommended:** Satisfactory completion of Year 8 French

**Contact Person:** Ms Kathryn Tamminga - ktamming@as.edu.au

**Rationale**

The aim of Stage 5 French is to enable students to maintain communication in what is one of the major languages of the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, New Caledonia, Tahiti and Vanuatu, amongst others. It has been, by tradition, the language of diplomacy. It is an official language in a large number of international organisations including the United Nations, the European Union, the South Pacific Commission, the Organisation for African Unity and the Olympic Games.

France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

**Brief Description**

The Stage 5 French course is designed to build on the language and culture introduced in Stage 4. The course aims to foster confidence in speaking, listening, reading and writing in French, enabling students to function in a range of practical and authentic situations.

A main textbook is used, along with a wide range of complementary material, for reinforcement and consolidation.

A continuing study of the culture of France and French-speaking communities is also undertaken. Cultural activities such as cooking, song lyrics and film are used to enhance the enjoyment of the program. There is a biannual study and cultural trip to France, and other international exchange programs for students wishing to travel to France are available.

**Relation to Senior Classes**

Year 9 and 10 French is a prerequisite for the Stage 6 Preliminary French Continuers course.

A Beginners course is available for students with no previous experience.
Geography (Core)

Contact Person: Mr David Toakley - dtoakley@as.edu.au

Rationale
The study of Geography provides a framework on which to build an overall view of the world. It assists in the development of the capacity to understand, cope with and enjoy that world and increases the understanding of the various forms of natural and cultural features on the land. It assists students to recognise and respond to the constant changes taking place in the immediate environment, and at regional, national and international levels.

Since most geographical studies take place in real-life situations, students are able to use their experiences to develop concepts and acquire problem solving skills. Geography contributes towards improvements in the quality of life and encourages students to accept community responsibilities.

Brief Description
In Years 9 and 10, students will concentrate on Australian Geography.
This is covered in four topics:
• Investigating Australia’s Physical Environment
• Changing Australian Communities
• Issues in Australian Environments
• Australia in its Regional and Global Context

The new Geography course is assessed using a wide range of tasks, including research, fieldwork (Year 9 excursion to Coffs Harbour), the use of ICTs and geographical skills.
Selected students will participate in the Australian Geography Competition

Special Conditions
History and Geography are taught as a single compulsory HSIE subject in Years 9 and 10.

Relation to Senior Classes
Skills learned and issues covered in Year 9 and 10 are useful for the senior Geography course.
History (Core)

Contact Person: Mr David Toakley - dtoakley@as.edu.au

Rationale
A study of History:

- Introduces students to the unique methodology of the historian;
- Develops in students an understanding of the actions, motives and feelings of people at various times in the past;
- Develops in students an understanding of their own identity and shared heritage;
- Develops a knowledge and understanding of other societies and cultures in the modern world.

Brief Description
2014 will see the introduction of the new Australian Curriculum History for Stage 5 students. The new focus is a study of the making of the modern world, from 1750 to present. This period saw the rise of industrialisation, colonisation, nationalism and imperialism, the two World Wars, and the political, social and global changes that occurred post World War 2.

In Years 9 and 10, students concentrate on Australian History.

- **Australians at War – World Wars 1 and 2**
  - An overview of the causes of the wars
  - Significant events and the experiences of Australians at war
  - The impact and significance of the wars on Australia

In Year 10, students will study TWO of the following FOUR depth studies:

- **Making a Better World**
  - The Industrial Revolution, OR, Movement of Peoples, OR, Progressive Ideas and Movements
- **Australia and Asia**
  - Making a Nation, OR, Asia and the World
- **The Globalising World**
  - Popular Culture, OR, The Environment Movement, OR, Migration Experiences
- **A School Developed Option**
  - The Roaring Twenties, OR, The Great Depression, OR, The Holocaust, OR, The Cold War, to name a few.

Special Conditions
History & Geography are taught as a single compulsory HSIE subject in Years 9 and 10.

Relation to Senior Classes
Skills learned in Years 9 and 10 are useful for the senior courses.
HSIE Extension (Elective)

Contact Person: Mr David Toakley - dtoakley@as.edu.au

While the HSIE (Human Society and Its Environment) Extension Elective is a Board developed course, there is some scope for students choosing this subject to have some choice over its delivery and content. Consisting of both history and geography, time allocated to each discipline can be adapted to suit the interest areas of the class. In past years, students have selected the areas in which they would like to learn, in conjunction with their classroom teacher and the program has been written accordingly.

Rationale

The study of Geography provides a framework on which to build an overall view of the world. It assists in the development of the capacity to understand, cope with and enjoy that world and increases the understanding of the various forms of natural and cultural features on the land. It assists students to recognise and respond to the constant changes taking place in the immediate environment, and at regional, national and international levels.

Since most geographical studies take place in real-life situations, students are able to use their experiences to develop concepts and acquire problem solving skills. Geography contributes towards improvements in the quality of life and encourages students to accept community responsibilities.

The study of History introduces students to the unique methodology of the historian and develops in students an understanding of the actions, motives and feelings of people at various times in the past. It also develops in students an understanding of their own identity and shared heritage and a knowledge and understanding of other societies and cultures.

The study of History as a discipline enables students to understand the present through the past. History is an inquiry into past human experiences that helps make the present more intelligible. Through the study of History students learn about the interplay between individuals, groups and societies over time and space and of the impact of past events on current circumstances and concerns.

Brief Description

Students undertaking study in the Geography Elective are required to choose three topics which in previous years has included:

- School developed option – elective Geography students have been responsible for the production and marketing of the school’s online environmental magazine, Treading Lightly. Students learn more about the environmental issues that are important to them and to communicate their knowledge in a variety of creative ways, utilising technology.

- Interaction and Patterns along a Continental Transect – You’ve heard of The Long Way Round and the adventures to be had travelling Africa by motorbike? Well, we can’t go to Africa but this unit does ‘travel’ along one of the greatest rivers in the world, the Nile, from its source high in the mountains of Uganda to where it joins the Mediterranean in Egypt. Learn about the significance of this river and see its spectacular changes as you produce a travel documentary style movie to display your knowledge.

- Political Geography – As global citizens, we witness many political conflicts in the media such as the ongoing issues between Gaza and Israel. This unit explains the background of such conflicts, studies the roles of various interest groups and discusses strategies towards effective resolution.

Students undertaking study in the History Elective are required to choose the following three topics:

- Constructing history
- Ancient, Medieval and Early Modern Societies
- Thematic studies

Relation to Senior Classes

Skills learnt and issues covered in Year 9 and 10 are useful for Senior HSIE subjects such as Geography and Ancient and Modern History.
Industrial Technology – Automotive (Elective)

Contact Person:  Mr David Slade - dslade@as.edu.au

Rationale
The Automotive focus area provides opportunities for students to develop knowledge, understanding and skills in relation to automotive and associated industries. This is a two-year (9 and 10) elective course.

Brief Description
Core modules develop knowledge and skills in the use of materials, tools and techniques related to automotive maintenance and repair which are enhanced and further developed through the study of specialist modules in automotive technologies.

Practical projects reflect the nature of the Automotive focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to automotive-related technologies.

These may include:
- maintenance and repair of small engines
- automotive restorations
- building a small powered vehicle
- work undertaken on isolated automotive components.

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

Special Conditions
Students are required to wear blue cotton overalls and comply with all current WHS requirements throughout the course. The course will attract a toolkit and consumables cost of approx. $135 (Toolkit) and $50 per term.

Relation to Senior Courses
As well the engineering experience gained, this course will stand students in good stead for any senior Technology and Applied Studies course such as Design and Technology or VET Curriculum courses: Metals and Engineering or Automotive.
Industrial Technology – Timber (Elective)

Contact Person: Mr David Slade - dslade@as.edu.au

Rationale
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. It is a two-year (9 and 10) elective course.

Brief Description
Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:
• Cabinetwork
• Wood Machining.

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:
• furniture items
• decorative timber products
• storage and transportation products
• small stepladders or similar
• storage and display units.

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

Special Conditions
Students are required to comply with all current WHS requirements throughout the course.

The course will attract a consumables cost of approx. $120 per year.

Relation to Senior Courses
As well as the workshop and industrial experience gained, this course will stand students in good stead for any senior Technology and Applied Studies course such as Design and Technology or VET Curriculum courses such as Construction.
Information and Software Technology (Elective)

Contact Person: Mr Martin Levins - mlevins@as.edu.au

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks performed over a range of projects will enable this practical based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

Brief Description

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project based work will assist in developing a range of skills, including:

- research, design and problem solving strategies over the chosen topics.

The core content to be covered in this course is integrated into the options chosen with the school. The course has been designed with an emphasis on practical activities that allows students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, simulation and modelling
- Authoring and multimedia
- Software development and programming
- Robotics and automated systems
- Internet and website development

We also participate in the National Computer Science School challenge, an online python programming challenge organised by the University of Sydney. This course has a $20 entry fee.

Special Conditions

Students may be required to lease or purchase their own laptop with appropriate software. They will need access to email and the web from home as well as school.

Relation to Senior Courses

Satisfactory completion of 100 or 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement. In Year 10, students will have the option of beginning the Stage 6 (Years 11 and 12) course in Information Technology. This can lead to a Certificate II qualification by the end of Year 11 and a Certificate III qualification by the end of Year 12. Students may have the option of sitting for the HSC Information Technology exam in Year 11.
Japanese (Elective)

Recommended: Completion of Year 8 Japanese
Contact Person: Mr Allan Moore - amoore@as.edu.au

Rationale
From an economic perspective, Japan is Australia's largest trading partner and the third largest source of direct investment in Australia. From a political perspective, Japan and Australia are trusted partners in the Asia Pacific region, sharing a common interest in regional stability and prosperity. We are now entering the 'Asian Century' so students need to be aware of the culture and language of our Asian neighbours. This has major implications for future employment opportunities and learning an Asian language has many advantages. Due to Japan's proximity to Australia (8 hours by plane) and economic links with Australia, the study of Japanese is a very practical choice for students.

Japan is increasingly a popular destination for Australian travellers. The ability to communicate in Japanese and to be aware of and sensitive to cultural differences provides for a greatly enriched experience. It also creates opportunities for continued learning, future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Brief Description
The Stage 5 Japanese course is designed to provide students with the opportunity to acquire and develop practical skills in listening, speaking, reading and writing Japanese. An emphasis on oral and aural skills requires students to actively participate in all class tasks. Students are also required to be self-motivated in their approach to the language, spending time on practice each day.

The course focuses on the four skill areas of speaking, listening, reading and writing. A continuing study of the culture of Japan and Japanese communities is also undertaken. The Japanese syllabi of hiragana and katakana, and some kanji will be learnt.

Year 9 and 10 Japanese students learn to maintain communication in authentic situations. They are able to use structures and features of the language that will allow them to function in a range of practical situations.

Additional Opportunities
A study tour to Japan is planned for 2014. Students will visit many famous sites around Japan and they will have the opportunity to use their language skills in a native language environment.

Year 10 students can participate in a two months exchange to our sister school Meitoku Gijiku in Japan during Term 4. They will join language classes and participate in a wide range of cultural activities. This is an amazing opportunity for students who continue with their studies into Year 11. Other international exchange programmes such as LABO can be arranged.

Relation to Senior Classes
Year 9 and 10 Japanese is a prerequisite for the senior Japanese Continuers course.
A Beginners course may be available for students with no previous experience.
Contact Person: Mr Peter Hall - phall@as.edu.au

Rationale
The Stage 5 Mathematics curriculum is intended to support students to acquire a level of mathematical skills, knowledge and understanding appropriate to the aptitude of the student. It is generally expected that most students will go on to study some Mathematics in Year 11 and 12. Therefore, the Stage 5 syllabus is designed to underpin such study with the prerequisite content.

Structure
To enable students to achieve at a level appropriate to their aptitude, the Stage 5 Mathematics syllabus has been structured as a series of three levels of difficulty. The fundamental level is called Stage 5.1, and consists of units that all students are expected to complete by the end of Year 10. The content gets progressively harder through Stages 5.2 and 5.3. Not all students will attempt outcomes in the 5.3 course.

Objectives of the Mathematics Course
Students will develop knowledge, skills and understanding:
• Through inquiry and application of problem solving strategies that include the appropriate selection of technology, communication, reasoning and reflection strategies;
• In mental and written computation and numerical reasoning;
• In patterning, generalisation and algebraic reasoning;
• In collecting, representing, analysing and evaluating information;
• In identifying and quantifying the attributes of shapes and objects and applying measurement strategies;
• In spatial visualisation and geometric reasoning.

Special Conditions
Mathematics is a mandatory subject for students up to and including Year 10. Based on their results in Year 9, there will be 3 graded classes. The extension class will follow a different curriculum and varied approach.

Relation to Senior Courses
The Stage 5 course work is an essential precursor to senior study in Mathematics. Students who cope with the harder course (5.3) could consider the Stage 6 Mathematics and Extension 1 courses. Otherwise, the General Mathematics course is an appropriate level of study for the majority of students. General Mathematics Pathway 1, a Board of Studies course, is offered in Year 11 and 12 to students involved in school based traineeships and apprenticeships.
Mathematics and Science Extension (Elective)

Contact Person: Mr Peter Hall - phall@as.edu.au

Rationale
Students choosing this elective will probably have an Engineering career in mind. It focuses on the design process and uses scientific method to hypothesise, research and refine. The course content is both student and teacher dependent and may vary from that originally published due to student interest or staff expertise.

Objectives of the Course
The proposed outcomes for this extension elective are:

- To inspire students to develop a love of Mathematics and Science and a desire to learn about them;
- To improve the ability of students to collect data, analyse it and present it in a meaningful way;
- To raise awareness of possible career paths open to students who study Mathematics and/or Science;
- To develop student research and analytical skills;
- To assist students to develop their levels of responsibility;
- To cater for a student driven component using their ideas and suggestions.

Structure
Students will encounter two to three topics each term and are assessed through projects and individual and group submissions.

A list of topics that may be encountered would include:

- Amazing Maths – Mental Calculations
- Amazing Maths – Interesting Numbers
- War Machines – The Trebuchet and Projectile Motion
- Da Vinci’s Machines – Bridges, Gears and Levers
- Geometric Constructions – Polyhedra and Minerals
- Probability – Pascal’s Triangle and the Binomial Theorem
- Topology and Magic
- Problem Solving and the Australian Mathematic Competition
- Mathematics and Sciences Challenge Competitions
- Flight
- Space Exploration
- Computer based design

Special Conditions
Students will need geometric and drawing instruments. There may be costs associated with the materials used for various projects. The class may be a composite group with Years 9 and 10 sharing content and projects.

Relation to Senior Courses
This elective would facilitate study of Mathematics and Extension 1 Mathematics, Physics and Design and Technology for the HSC.
Music (Elective)

Contact Person: Mr Nik Glass - nglass@as.edu.au

Rationale
Music claims a place in education because of:

• Its contribution to general education;
• Its pervasiveness in our society;
• Its intrinsic value for children in as a language and thus a means of expression
• the importance it plays in the development of skills for life.

Brief Description
The elective music course provides students with an opportunity to build on the knowledge and understanding, skills, values and attitudes gained in the Year 7 and 8 non-elective course. The Music Elective course serves as a pathway for further formal study in Year 11 and 12. The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from both contemporary to classical styles. Learning experiences are generally practical with some additional theoretical content.

• Performance
Students will have opportunities for singing and playing a number of different styles of music ranging from the Middle Ages to Modern period repertoire, to music from other cultures.

• Composing
This is a creative activity and an important part of the elective music programme. Students will learn techniques for writing sound. Available to all students are computers with programmes which assist this creative process.

• Listening
Students will build on their repertoire from the Year 7 and 8 programme. They will learn how to follow and interpret scores and a wide range of repertoire will be introduced. A feature will be the Australian Music component.

Music Technology
Students undertaking the study of music at TAS utilise a cross section of music technology to help realise their creative potential. Industry standard notation, audio editing, music theory and aural skills software applications are integrated into the laptop provision for use in the classroom and at home. Furthermore, a class set of 25 MIDI Keyboards are readily available within the Music Department for student use. Students also have access to state of the art audio engineering facilities to record their works.

Relation to Senior Classes
This course provides a good background for the study of music in Year 11 and Year 12. At the completion of the Year 9/10 course, successful students will demonstrate:

• A competent level of understanding in performing, composing and listening;
• An appreciation of the performance of others;
• An appreciation of the aesthetic value of music and a fond appreciation for the subject of music.

Students undertaking Music as an elective from years 9 to 12 are required to attend a range of public concerts and workshops held in and around Armidale. Annual events such as the New England Conservatorium of Music days as well as the Musica Viva concert series offer music students unparalleled exposure to music excellence, learning and enrichment. These events, as well as ongoing workshops provided by itinerant providers, are designed to work in with the Board of Studies elective music outcomes. Details for each workshop such as dates and costs are provided to parents in advance.
Personal Development, Health and Physical Education (Core)

Contact Person: Mr Mark Taylor - mtaylor@as.edu.au

Rationale
The Personal Development, Health and Physical Education course plays a fundamental role when educating students in ways of preventing social and health problems and, if they exist, ways of minimising their effect. Ideally, the course will help students to make informed decisions about their lifestyle which takes into account the values of the family, culture and religion to which they may belong.

Brief Description
The three areas of Personal Development, Health and Physical Education are integrated in order to create a coherent structure to help students develop a comprehensive understanding of the relationship between personal development and the promotion of public health and well being.

The four strands of study include:
• Self and Relationships
• Movement Skills and Performance
• Individual and Community Health
• Lifelong Physical Activity

As in all other core subjects, assessment tasks are given during Year 9 and 10 to decide upon an appropriate overall grade for each student.

A new innovation is the introduction of an extension and enrichment program for Stage 5. Students will participate in an identification program enabling students of similar physical capabilities to be grouped together and an appropriate unit of work designed to extend the group's potential. The new program will have the flexibility for students to move between groups depending upon the student's physical capabilities, progression in class, identification results and teacher observations.

Relation to Senior Classes
Whilst there are no prerequisites for the study of 2 Unit Personal Development in Years 11 and 12, the satisfactory completion of the course in Years 9 and 10 (which is mandatory) provides a firm foundation for the subject.
Physical Activity and Sports Studies (Elective)

Contact Person: Mr Mark Taylor - mtaylor@as.edu.au

Rationale
Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation.

Brief Description
This course has been developed in response to numerous requests for extended study for students in Personal Development, Health and Physical Education.

Below is a list of modules and movement applications the course will be utilising:

Foundations of Physical Activity
- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of motor skill development
- Nutrition and physical activity
- Participating with safety
- School-developed module

Physical Activity and Sport in Society
- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity
- Issues in physical activity and sport

Participation and Performance
- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management
Science (Core)

Contact Person: Mr Geoff Derrin - gderrin@as.edu.au

Rationale
Science provides a distinctive view and way of looking at the world. The study of science has led to an evolving body of knowledge derived from experimental investigation of phenomena. This knowledge allows us to make sense of the biological, physical and technological world. That knowledge, in its social and cultural context, provides a basis for making choices and ethical decisions about local and global applications and implications 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. Students are encouraged to critically analyse data and information, draw evidence-based conclusions and to communicate their findings in a scientifically literate form. (A more thorough statement of the rational of the science curriculum is available at the Board of Studies website.)

Brief Description
In Years 9 and 10, there is an early focus on community and ecosystem ecology culminating in a five-day field excursion to the Yarrarahapinni Ecology Study Centre. Then, local area geological history is the context in which geological processes are studied. Other units deal with electromagnetic energy, kinds of chemical reactions, mechanics, electricity, genetics, the scientific principles underlying common technologies and human organ systems.

Important skills are developed during the course. These relate to the gathering of information from first and second hand sources and the presentation and interpretation of this information. A major individual research project will be undertaken in Year 10 as required by the Board of Studies. Students may work in classes set according to ability and performance or, at times, in small groups of their own choosing.

Special Conditions
There is one excursion during Year 9 which is an integral component of the Science course. This is a five-day Biology excursion to Yarrarahapinni Ecology area which entails a cost of approximately $300.

In most years, the extension Year 10 Science class participates in the University of Newcastle Science and Engineering Challenge. In some years, we are selected to travel to Newcastle to participate in the State and National Finals of the Challenge. Participation in the finals involves a trip to Newcastle and an overnight stay in suitable accommodation.

Relation to Senior Courses
The Stage 5 programme is an essential foundation for senior (Stage 6) studies in Science. Students will have sufficient expertise with all aspects of Science to be able to choose among the 2 unit courses (Chemistry, Earth and Environmental Science and Physics) offered in Years 11 and 12.
Visual Arts (Elective)

Contact Person: Mr James White - jwhite@as.edu.au

Rationale
Visual Arts is a creative subject in which students work on independent art making projects. Students who do Visual Arts in Years 9 and 10 will be given the chance to extend and develop the art skills covered in Years 7 and 8.

Art Making and Studying Art works remain the two main areas of the course. These allow students to develop the skills of communicating ideas and feelings through Art. Students work independently and creatively in this subject.

Students best suited to this course are imaginative and who like working with a range of materials to express their creativity.

Brief Description

- Art Making
  Students in Years 9 and 10 will work with a variety of media which could include drawing, painting, 3D forms, printmaking, photography, fibre, ceramics and computer graphics.

- Studying Art
  This is carried out under one of four ‘frames’:
  - Subjective (personal point of view);
  - Structural (how artworks are made);
  - Cultural (effects of culture);
  - Post-Modern (recent developments and use of technology).

- Art History and Art Criticism are components of the course as is the Conceptual Framework which looks at how artists and their art works interact with audiences and world opinions.

Relation to Senior Courses
It is not a requirement that students have studied the Visual Arts in Years 9 and 10 if they choose to do this subject in Years 11 and 12. However, it is strongly recommended that they have studied it earlier.

Special Conditions
Visual Arts students will be expected to participate in excursions to NERAM and other galleries and exhibitions as they arise.