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 of Year 8. In the coming weeks, students will receive login details so they are able to submit their elective preferences. Students will be required to choose 5 electives (in preferential order) that will be used to assist the school in determining the electives for the following year. Students and parents will then be notified in Term 4 which of these electives they have been allocated to study in 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. Places are usually limited to students in the extension core class for that subject.

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
## 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.
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.
- 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 - Students will learn about 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 200 hour course will study 4 Core topics and a minimum of 5 Options.

The Core topics include:

- Consumer Choice (20 hours)
- Personal Finance (20 hours)
- Law and Society (20 hours)
- Employment Issues (20 hours)

Core topics 1 and 2 will be studied in Year 9, and core topics 3 and 4 will be studied in Year 10.

A minimum of 5 optional topics will be taken from the following: (each topic 15 hours):

- Investing
- Promoting and Selling
- E-commerce
- Global Links
- Towards Independence
- Political Involvement
- Travel
- Law in Action
- Our Economy
- Community Participation
- Running a Business
- School-developed Option

**Relation to Senior Courses**

Commerce in Years 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 2 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. $30 per term.

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: Mr Andrew O'Connell - aoconnel@as.edu.au

Rationale
The study of Drama can be viewed by different people in different ways: for some, it is the opportunity to embrace the challenges and successes that come with live performance; for others it is a way for them to develop personal skills such as confidence and focus and to work collaboratively; some approach Drama to have an experience that is new and different; others choose Drama because of their existing passion for different theatrical forms and styles; for all it can be both an incredibly enjoyable discipline and a source of great academic achievement.

As a subject focused on creativity, we look to foster an exciting, imaginative environment where students are able to excel and be proud of what they create. We encourage a culture that celebrates achievement, academic risk-taking, hard work and effort. At times the most enriching aspects of the course are the opportunities for students to develop self-confidence, motivation and self-esteem through the devising, workshopping, rehearsing and performing of individual and collaborative works. It also provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture, and the familiar and unfamiliar aspects of their world.

Brief Description
Drama at TAS is a dynamic subject with an exciting boy-focused curriculum designed to provide students with a broad range of experiences in the study of many different theatrical forms. The elective fosters a very physical classroom environment, with performance a core part of most lessons. Students will also be exposed to a dramaturgical understanding of theatre, learning about a range theatrical concepts and the historical development of theatre. Working from a focus on Making, Performing and Appreciating, Stage 5 Drama is aimed at developing the skills necessary to excel in the HSC Drama course while also allowing students to experience personal growth and enjoyment.

In Stage 5 students can expect to have a vast array of experiences that can include both scripted and non-scripted acting, improvisation and Theatre Sports, video drama and film (including scriptwriting, acting, directing, camera and sound operation, and editing and post-production), masked theatre (such as Commedia dell'Arte) and the dramaturgical study of playwrights and theatrical movements. Students have access to Industry-level facilities and resources within the Hoskins Centre and there are many opportunities in the course for students to acquire technical skills such as lighting and sound operation, backstage management, visual editing, and design and construction. In Stage 5 Drama students will experience theatre in many different ways: as performers, designers, scriptwriters, directors, filmmakers, critics and audience members.

Special Opportunities
Students may be given the opportunity to take part in masterclasses or workshops given by visiting theatre practitioners, attend live theatre both locally and interstate and will have the chance to have their work displayed in many forums including Creative Arts Showcase evenings. There are opportunities for students to be involved in workshops and performances both within and without Armidale.

Relation to Senior Classes
The Preliminary and HSC Drama courses are offered in Year 11 and 12 respectively. The class is usually taught as a combined class. The decision on class structures is based on numbers and the academic quality of students applying for these courses.

Students who have not studied Drama in Stage 5 are welcome to begin their studies of Drama in Stage 6; however, the work completed in the Stage 5 is about developing the skills and knowledge necessary for engagement and success in the HSC course.

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 partnerships.
English (Core)

Contact Person: Ms Julie Flanagan - jflanaga@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 which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate 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. 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 a number of modules which may include narrative writing, film composition and poetry/lyric creation. Students will focus on a number of ‘major works’ throughout the year.

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
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

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 and the ability to communicate in French enriches this experience. It also 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 online and print material, for reinforcement and consolidation. Students subscribe to Language Perfect, which supports the course material covered in class.

A continuing study of the culture of France and French-speaking communities is also undertaken. Activities such as cooking, song lyrics and film are used to both extend cultural understanding and to enhance the enjoyment of the program.

Additional Opportunities
There is a biannual study and cultural trip to France, next offered in September/October 2015. Students will visit both Paris and the Loire Valley, with the opportunity to use their language skills in an authentic environment. There are Round Square exchange opportunities to French-speaking schools and a number of experienced providers offer international exchange programs for students wishing to travel to France. The learning of a foreign language is a recognised Skill Idea within the Duke of Edinburgh's Award System. A number of Australian Universities now offer a Bonus Points entry scheme to students who study a foreign language to HSC level, designed to heighten the importance of study in Languages.

Relation to Senior Classes
Year 9 and 10 French is a prerequisite for the Stage 6 Preliminary French Continuers course.
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 occur 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, the use of ICTs and geographical skills and fieldwork (Year 9 excursion to Coffs Harbour - approximate cost $50).
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.

The study of History enables students to understand the present through the past. History is an enquiry 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
Over Years 9 and 10, the main themes studied will be “The Making of the Modern World” and “The Modern World and Australia”
In Year 9, students will study
• Australians at War – World Wars 1 and 2

In Year 10, students will study
• The Vietnam War OR The Holocaust
• Rights and Freedoms
• Popular Culture

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 in Ancient and Modern History.
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 occurring 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 enquiry 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:

• 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 three topics which in previous years has included the following topics:

• Crime and punishment through history - from Spartacus' slave rebellion to discovering the roots of modern-day laws, the Inquisition to comparing the persecution of witches to McCarthyism, this unit covers a variety of eras and cultures. We investigate some famous events from history and how society responded to them.

• The Crusades were a blood-thirsty yet fascinating time of history, particularly when set against the backdrop of modern-day religious tensions. This unit focuses on the motivations, participants and locations of the Crusades with particular attention to the Third Crusade and its leaders, Saladin and King Richard.

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. $30 per term.

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

Rationale
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

Special Conditions
Students will require 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 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. Students subscribe to *Language Perfect*, which supports the course material covered in class.

**Additional Opportunities**

A study tour to Japan is planned for 2016. Students will visit may 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 in Japan, 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.

The learning of a foreign language is a recognised Skill Idea within the Duke of Edinburgh's Award Scheme. A number of Australian Universities now offer a Bonus Points entry scheme to students who study a foreign language to HSC level, designed to highlight the importance of study in Languages.

**Relation to Senior Classes**

Year 9 and 10 Japanese is a prerequisite for the Stage 6 Preliminary Japanese Continuers course.
Mathematics (Core)

Contact Person: Ms Amanda Robins - arobins@as.edu.au

Rationale
Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Stage 5 Mathematics continues to develop students’ knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Structure
Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12. For this reason, Stage 5 has three substages, Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not prescribed courses, and many different ‘endpoints’ are possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.

Aim
The aim for students in Stage 5 is to:

• be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
• develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
• recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

Special Conditions
Mathematics is a mandatory subject for students up to and including Year 10. Classes will be graded based on ability and achievement in previous years. However there will always be the flexibility for students to move classes depending upon the pace of their learning.
Mathematics and Science Extension (Elective)

Contact Person: Ms Amanda Robins - arobins@as.edu.au

Rationale
This course is designed for students who have a keen interest in the areas of Mathematics and Science and who would like to expand their knowledge of concepts that are not taught within the mandatory curriculum. Hence students must be achieving good results in Year 8 to be considered for a place in this class.

Aim
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
In an effort to achieve these outcomes the aim is to extend students through exposure to mathematical and scientific concepts not covered in the Stage 5 syllabus but which are felt to be relevant and valuable.

Negotiation will occur between the teacher and the students selecting this course to determine the content each year. A list of topics that may be encountered include:

• Cosmology
• Number Theory
• Earth, cience and Resource Management
• Land and time management
• Science argument including the ethics of a scientific debate
• Streamwatch analysis
• The ethics of genetic manipulation and engineering - cloning etc
• Network Theory
• Sustainability
• Analysis of motion

Special Conditions
Students will need geometric and drawing instruments. There may be costs associated with the materials used for various 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 Andrew O’Connell - aoconnel@as.edu.au

Rationale
The study of Music gives students many exciting opportunities to explore, create and perform music. The Music course allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in performance, improvisation and listening activities. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

At an individual level, music is a medium of personal expression. It allows for the expression of emotion and imagination, the intellect and the exploration of values. Music fosters an understanding of continuity and change, and a deeper understanding of different times and cultures.

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 Music classes. 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.

Students will develop knowledge and skills in each of the individual areas of performing, composing and listening.

Topics may include the following:
- popular music
- jazz
- music for radio, film, television and multimedia
- theatre music
- environmental music
- music of a culture
- art music of various styles, periods, genres and cultures

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 Yarrahapinni 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 Yarrahapinni 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, Biology and Physics) offered in Years 11 and 12.
Visual Arts (Elective)

Contact Person: Mr Andrew O’Connell - aoconnel@as.edu.au

Rationale
In Visual Arts, students are given the opportunity to work on a variety of independent projects, as well as developing collaborative skills throughout the art making process. Students in Years 9 and 10 are introduced to a multitude of movements, artists and practical techniques that expand upon the theory and skills developed in Stage 4.
Stage 5 Visual Arts requires students to further their ability to understand and interpret art through analysis and exploration. Students are encouraged to develop skills in articulating their personal views, both through their writing and what they produce. This subject enables students to develop a deeper understanding of artworks and will encourage them to critically evaluate a variety of techniques and approaches used in the art world.

Brief Description
Theory
Visual Arts encourages students to think creatively, in an environment that enables flexibility and an opportunity to pursue individual areas of interest. Students who are able to think creatively in this subject will be able to translate the skills learnt to a wider academic focus, where essay writing skills, imagination and an ability to think laterally and critically are essential to learning. Students will be required to build upon basic fundamentals of theory learnt in Year 7 and 8, including the Conceptual Framework and Frames, to demonstrate a deeper level of engagement and understanding of art history and criticism.

Practical
Students will be exposed to a wide range of art and visual communication. From street art to architecture and surrealism to Australian landscape, students will begin to develop an appreciation of the depth and breadth of studying art. These themes will underpin a variety of practical tasks that will encourage students to develop their own style and technical skills to produce bodies of work across both traditional and digital mediums.

Relation to Senior Courses
Studying Stage 5 Visual Arts is not a prerequisite for Stage 6, however it is strongly advised that students continue this pathway to ensure that they are equipped with the theory and practical skills to achieve their academic potential in Senior Visual Arts.

Special Conditions
Visual Arts Students will be expected to participate in excursions to NERAM and/or other galleries and exhibitions as they arise.
A broader engagement with the art world will strengthen their understanding of the subject content.