

# *Yass High School*



**STAGE 5 COURSE  
INFORMATION 2019**

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## ***Year 9 & Year 10 Students' Pattern of Study includes:***

**English, Mathematics, Science, Geography, History PDHPE** plus two **elective subjects**, each to be studied as a 100 hour course for Year 9. Electives can be extended in Year 10 to comprise a 200 hour course. Additionally, re-selection of 100 hour electives will be offered in Year 10. Course Fees support the cost of consumable materials and range from \$10 to \$100 per year according to the subject chosen. Elective costs need to be paid by the end of Week 3, or a payment arrangement made with the front office. Student assistance may be available. Covered leather shoes are required in all practical areas.

These courses and the hours allocated to them meet the state-wide requirements for the Record of School Achievement (RoSA) which is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC), allowing for the compulsory school leaving age of 17.

The RoSA is cumulative, showing a student's achievement until the time they leave school, and uses school-based assessment to allow for a reliable comparison between students across NSW. Students also have the option of taking online literacy and numeracy tests (May & October in Years 10 & 11), the results of which are recorded on the RoSA Certificate.

Consequently all courses from Year 9 contribute to final school qualifications.

To satisfactorily complete Stage 5 (Years 9 and 10) students must:

- follow courses developed or endorsed by the NSW Educational Standards Authority (NESA)
- apply themselves with diligence and sustained effort
- achieve some or all of the course outcomes

### **Selecting subjects**

While it is good to have different careers in mind or dreams for the future, at this stage it's important that you keep your options open and choose subjects that ensure you continue to be an enthusiastic learner.

**Select** the subjects you **enjoy**, are **good at**, are **interested in**, and could enhance your career aspirations.

**Avoid** taking into account your friends' choices or who the teacher might be.

**Before** choosing, discuss your choices with your teachers and head teachers, your family and other students who have studied subjects you are interested in.

## ***Agricultural Technology***

Agriculture has a **50% practical component** that will suit the student who learns by doing and likes being outdoors. **Boys and girls** are equally capable of doing agriculture.

There are **NO FEES** as the school farm earns a large part of its income through production.

Yass High School students get to work in areas such as:-

- Beef and Dairy Cattle
- Sheep for meat and wool
- Hydroponic gardening
- Horticulture (fruit and vines)
- Cropping
- Pasture production
- Poultry (Ducks and Fowls)
- Tractor Driving/Farm Safety
- Landscaping/Horticulture
- Landcare activities and more.....



We also go on farm and industry visits such as Field Days as well as participating in local and national shows exhibiting dairy and beef cattle as well as poultry.

**For further information contact:**  
Mr Phil Armour





## Commerce

Commerce students study money, business, the law, the buying and selling of goods and services and how we contribute in our society.

Students learn about their roles as consumers and producers and how to use money wisely. The aim is to help people become responsible citizens who are able to make informed judgements about a wide range of social, commercial and government issues. Financial literacy is a major component of this course.

Topic areas will be based on student interest and opportunities including:

- Getting a job and budgeting for now and the future
- Entrepreneurship - starting and running your own business
- Personal finances, the stock market and smart investing
- Our rights and choices as consumers
- The law and how it works
- Buying a car and travel

Commerce is an essential subject for all students who plan to live a life of financial security. There are also loads of practical activities such as participating in the ASX Share Market Game, running a school-based enterprise, and excursions to local and other businesses, law courts and seats of government. For students who would like to do Business Studies, Economics or Legal Studies in Year 11 and Year 12, Commerce would make an excellent subject selection.



**For further information contact:** Mr Brendan Roberts

## ***Drama***

The aim of the Drama course is to engage and challenge students to maximise their dramatic talents and capabilities and enjoy drama and theatre through individually and collaboratively making, performing and appreciating dramatic and theatrical works.

Students will participate in a range of activities involving:

- The identification and use of the various elements of drama
- The exploration of roles/characters through improvisation, play building, scripts, dramatic forms and performance styles
- Experimenting with plot and narrative structures
- Vocal and physicalisation techniques
- Discussion and writing about dramatic experiences
- The analysis of drama and theatre in a chosen dramatic context

Drama is an experiential course where much of the learning takes place through 'doing'. The collaborative nature of drama requires that students who elect this course understand the level of commitment needed in order to achieve the course outcomes. Performance is also an essential component of the course.

It is expected that Drama students will take advantage of performance opportunities as they arise.

Drama is a practical course, with 60% of the work being practical and 40% theory. As such students do participate in written theory lessons, but the focus is on learning experientially.

**Course Fee:** \$10 per year

**For further information contact:** Mrs Ruth Riach



## ***Elective Geography - Freedom Fighters and Ecowarriors***

Freedom Fighters and Ecowarriors is the study of the Board Developed Elective Geography course. It supports and extends students in the Mandatory Geography course, while exploring the concepts of globalisation, social justice, environmental issues and active citizenship.

Freedom Fighters and Ecowarriors tackle the BIG ISSUES in our society, and has huge potential for practical activities, fieldtrips and excursions. Students develop critical thinking skills and use project based learning to explore a number of social and environmental issues (local, domestic and international), and have the opportunity to develop their own Personal Interest Project (PIP).

Topics students could cover include:

- Oceanography – Ocean resources from recreation to exploitation
- Selling the Farm – Australia's primary production past, present and future
- Globalisation – Human rights, inequality, development and hope
- World Order – Terrorism, war and peace in the modern world

For students who would like to extend themselves in geography, or are planning to study subjects such as Geography, Society and Culture or Legal Studies in Year 11 and Year 12, Freedom Fighters and Ecowarriors would make an excellent subject selection.

**For further information contact:**

Miss Renee Gerken





## ***Elective History - Mystery, Mayhem and Murder***

Mystery, Mayhem and Murder and is the study of the Board Developed Elective History course.

Wading through the murky depths of history, this subject will take you on an intrepid adventure through the unsolved cases, the chaotic lives and deaths of morally depraved individuals... It will unearth the evidence of the murderous rampages that have been since buried. With mystery, mayhem and murder combined, we are delighted to bring you this fresh elective.

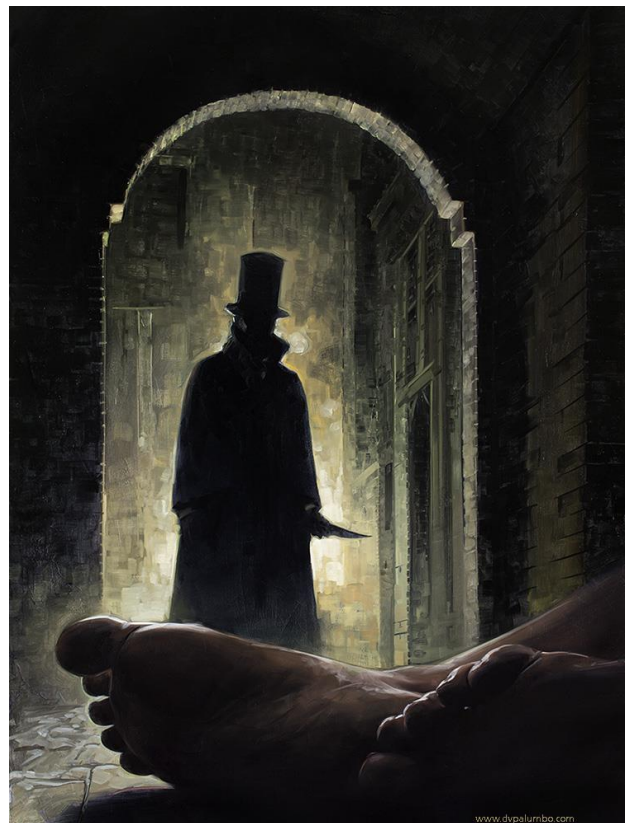
We will cover:

- Mystery at the Theatre: Film as History
- Mayhem in the Manuscripts: Archaeology of the ancient world.
- Murder under the Microscope: Crime and punishment

For students who would like to do Modern, Ancient and/or Extension History in Year 11 and Year 12, History Elective would make a wise subject selection choice.

**For further information contact:**

Ms Rebecca Dymond





# Food Technology

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society.

The aim of Food Technology in Years 9 & 10 is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life.

The study of Food Technology addresses the importance of hygiene and safe working practices and legislation in the production of food, amongst many other facets surrounding food.

Students will explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.



## Course Content Core

Food Preparation and Processing  
Nutrition and Consumption

## Course Assessment

Practical	45%
Project work	55%

## Focus Areas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>▪ Food in Australia</li><li>▪ Food Equity</li><li>▪ Food Product Development</li><li>▪ Food Selection and Health</li></ul> | <ul style="list-style-type: none"><li>▪ Food Service and Catering</li><li>▪ Food for Special Needs</li><li>▪ Food for Special Occasions</li><li>▪ Food Trends</li></ul> |
|--|---|

**Units of Work are selected based on both teacher and student interest and can include:**

- Back to Basics – an introduction to the selection, preparation and nutrition of food
- What's In? – focuses on Australian food habits
- Party Animals – the basics of home entertaining
- What's New? – students develop their own new food product
- Food For Life – a close look at how dietary habits affect health
- Fare's Fair – a close look at food equity in Australia and Global communities
- What's on the menu? – a focus around the hospitality and food service industries.
- Bush tucker to contemporary cuisine – an exploration of the development of food eaten by Australians.

**Course requirements:** Students must wear enclosed leather shoes in the Food Technology classroom.

**Course fee:** \$100 per year

**For further information contact:** Mrs Joanne Southwell

## Industrial Technology - Metal

Metal Technics is taught in 3 Lobes. In Lobes 1 and 2, Year 9 students are guided through the construction of practical projects after receiving safety instruction and related theory.

In Lobe 3, Year 10 students design and construct a **MAJOR WORK** which constitutes the majority of the RoSA grade.

The following is possible list of projects and related skills within each Lobe

### Lobe 1 General Metal 1 (Terms 1 and 2, Year 9)

**Skills Project** – Introduction – OH&S, **Bottle Opener** which introduces students to basic plans, measuring, marking out, hand and power tool use.

**Tool Carry All** – reading and interpreting designs, measuring and marking out sheet metal work, use hand and power tools, drilling, spot welding and riveting.



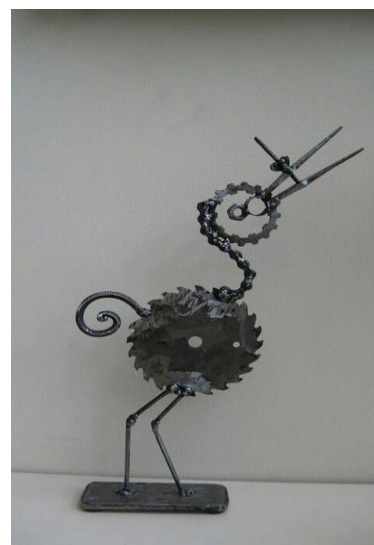
### Tack Hammer and Junior Hacksaw-

Reading and interpreting plans; measuring and marking out; using a tap and die set; using a lathe (turning, knurling, taper turning (advanced skills)), power tools, hand and pedestal drill and other workshop machines.

### Lobe 2 General Metal 2 (Terms 3 and 4, Year 9)

**Metal Sculpture or Wall art** - Students are introduced and encouraged to develop their own ideas for a sculpture or piece of wall art. They are introduced to the design and planning process. Examples of tasks could be, garden ornaments sculptures or wall art. Reading interpreting designs, sawing, filing, turning, threading, drilling and welding.

**F-Clamp** – reading and interpreting designs, cold cut saw, hand power tools (angle grinder), threading, drilling and welding.



### Lobe 3 General Metal 3 (Year 10)



Students are introduced to the full “Design Process”. They combine these skills and previously learnt skills to design and construct a portable **BBQ, large tool or Tradie box** and a **Major Work**.

Projects other than school based eg major work will need to be individually funded.

**Course requirements:** Students must wear enclosed leather shoes in the metals classroom.

**Course fee:** \$95 per year

**For further information contact:** Mr David Alchin

## ***Industrial Technology - Timber***

In Wood Technics students are guided through the construction of practical projects after receiving safety instruction and related theory.

The following is a list of possible projects completed in Years 9 and 10 and some related skills.

### **Year 9**

#### **Tradesman's Tool Box**

measuring/marketing/sawing/biscuit joining/gluing/clamping/sanding

**Lolly Dispenser** as above plus hand tools/routing/finishing

**Wooden Toy** design and make a children's wooden toy



**Stepping Stool** as above plus design modification and assembly techniques

**Wood Turning Project** introduction to the wood lathe, tools and techniques

- Pot Plant Holder
- Woden Mallet

### **Year 10**

#### **Major Project**

Students are introduced to the "Design Process". They combine previously learnt skills to design and construct two major projects or school based projects.

Example: coffee table with draw, indoor/outdoor furniture  
measuring/marketing/sawing/biscuit joining/gluing/clamping/sanding

Projects, other than school based, will need to be individually funded.

**Course requirements:** Students must wear enclosed leather shoes in the Timber classroom.

**Course fee:** \$100 per year

**For further information contact:**  
Mr Ralf Hansson or Mr David Alchin



## Information and Software Technology

A key feature of the course will be the use of individual design projects as both a teaching method and a means of assessment. Computers will be used in all lessons with online tutorials, collaborative learning, and interaction with the PurpleZeus website.



### Elements Covered

Students who undertake IST will explore the following topics and software applications:

Topic	Typical software explored
Robotics	LEGO EV3 Mindstorms, Google Docs, MakeyMakey, Scratch, MakerBot
Digital Media	Audacity, Adobe Photoshop, Google Slides, Adobe Illustrator, Windows Live Movie Maker
Three Dimensional Modelling	Google SketchUp, TinkerCAD, Minecraft EDU, Up Plus Printing
Networking	Minecraft EDU, Trimble SketchUp, Google Docs, Google Sheets, Microsoft Excel
Web Site Development	Adobe Dreamweaver, NVU, Firefox, Internet Explorer, Chrome, Weebly
Software Design	Python, Scratch, Arduino, JavaScript, EV3 Mindstorms, Minecraft EDU, Unity, Unreal Engine
Artificial Intelligence	Google Earth, Scratch, HALO, Pong, The Sims, Super Mario Bros, Minecraft EDU, Kodu



Students create engaging projects utilising project development procedures. Assessable projects include films, websites, interactive slideshows, video games, robot construction, physical coding on hardware devices, as well as 3D printing from design environments. No prior knowledge is required and all tasks allow students to demonstrate practical and conceptual understanding of each of the core topics.



**Course Fee:** \$40 per year

**For further information contact:** Ms Dawn Bartlett or Mrs Joanne Southwell



## ISTEM

ITEM, or Integrated Science Technology Engineering and Mathematics, refers collectively to the subject with a broad field of distinct and complementary approaches to knowledge. Each has a critical role to play in its own right, but also enables discovery and progress in other fields.



The course utilises a practical approach with engineering and technology being used to drive engagement in mathematics and science through the development of technical skills and mechanical engineering knowledge. Examples of projects include drone flight training and a scientific experiment for the International Space Station.

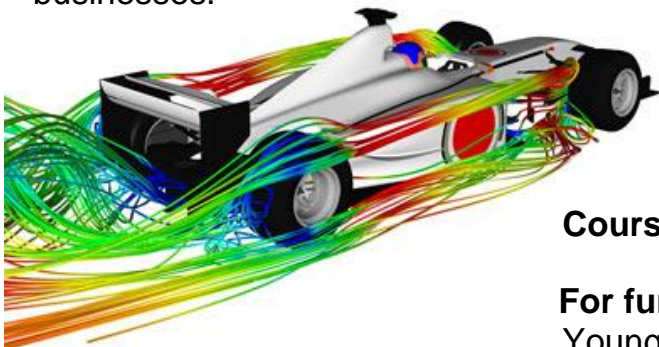
Modules covered in the course					
STEM Fundamentals	Aerodynamics	Motion	3D CAD/CAM	Mechatronics	Design for Space

Students undertake a range of inquiry based learning and project based learning activities in fields such as:

- Aircraft design
- Roller coaster construction
- 3D and CNC router printing
- Drone flight training
- Rockets
- Pneumatic and hydraulic systems
- Robotics
- Motor racing
- Coding scientific experiments
- Electronics and circuits



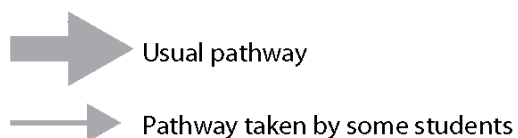
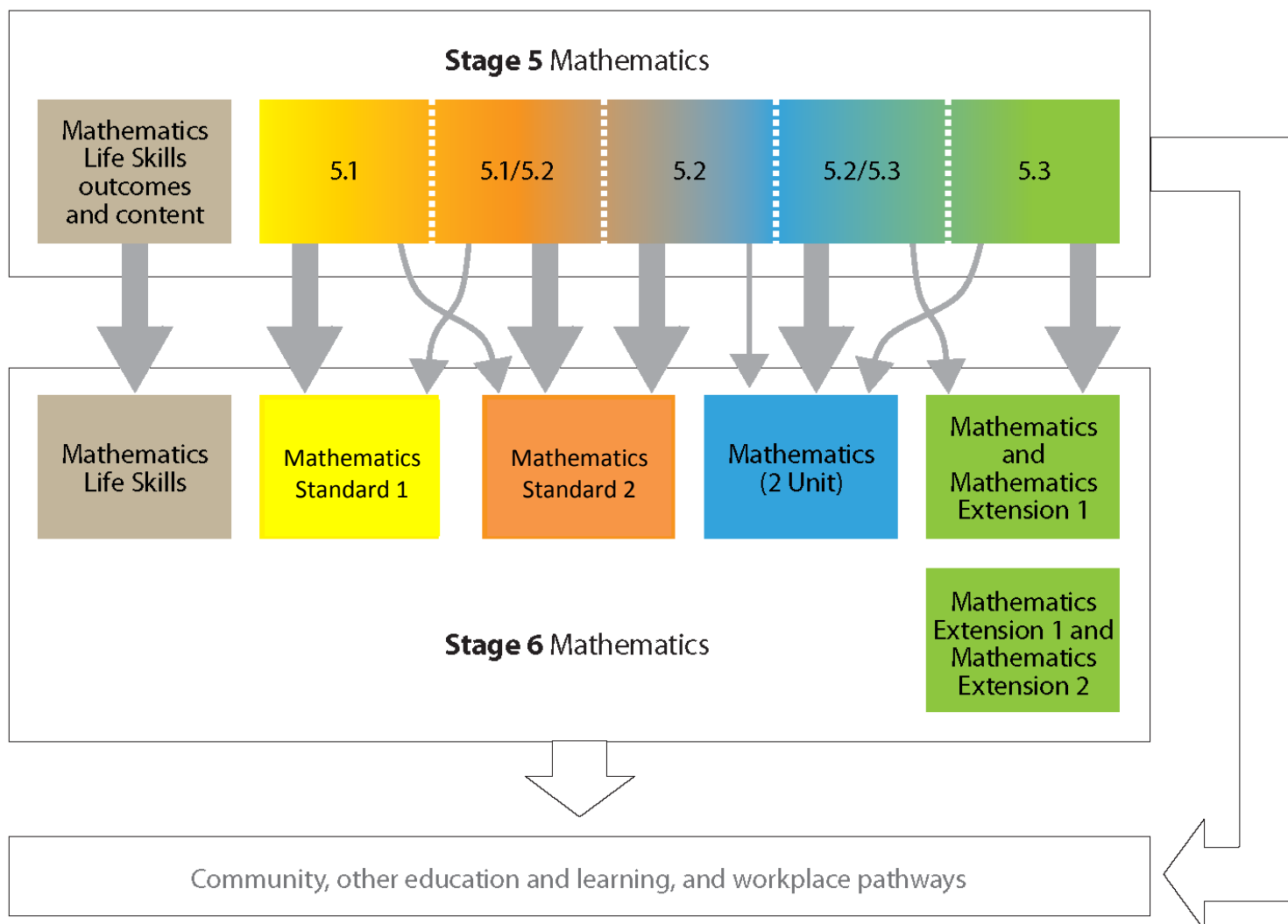
The projects completed by students in collaboration with community STEM based businesses.



**Course Fee:** \$55 per year

**For further information contact:** Miss Deanne Young or Mrs Joanne Southwell

# Mathematics Pathways



## **Mathematics**

Students can choose which Mathematics pathway to study in Stage 5. The diagram on the previous page shows how the pathways in Stage 5 link with the mathematics courses in Stage 6.

### **Stage 5.1 Pathway**

This mathematics pathway will provide you with the basic tools required to join society. You will develop skills in measurement and geometry, gain basic financial literacy as well as using simple algebraic thinking skills. The foundations of chance and data are also covered in this course.

This Pathway is written to elevate these students to achieve the 5.2 Outcomes recommended as minimum preparation for a Stage 6 Mathematics Standard and mathematical understandings that are applicable to a range of VET courses. Additionally, this Pathway provides opportunity for students to engage with the Australian Core Skills Framework (ACSF) level numeracy standard.

### **Stage 5.2 Pathway**

This mathematics pathway is the middle course for those students who want to keep their options open. The course is a mix of the practical numeracy with some of the more abstract mathematical concepts. The depth of study and speed of delivery is adjusted to suit the students' ability. It is suitable for a student who has shown a reasonable level of mathematical ability in years 7 and 8. A good level of motivation is required for success in this course. By performing well in this course, higher level senior courses remain an option.

### **Stage 5.3 Pathway**

This mathematics pathway is aimed at students who enjoy mathematics, solving puzzles and/or accepting challenges. Are you interested in flying a plane, being a financial wizard, managing resources, doing medical research, designing a sky scraper, planning a perfectly measured marathon route, developing computer software or building a car to industry standards? All these and more are based on mathematical applications and techniques learned in this course. Students will have the opportunity to begin to develop an understanding of the world of mathematics.



**For further information contact:** Mr John Duncan

## ***Music***

The aim of the music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

The music course is ideal for students who learn an instrument, enjoy singing or would like to get involved in playing and learning a musical instrument.

The course is made up equally of listening, performing and composing, through a variety of topics and learning experiences. Students will work collaboratively in small and large groups, as well as individually. There will be a variety of performance opportunities within the school environment, and also within the broader community.

**Course Fee:** \$15 per year

**For further information contact:**  
Mrs Ruth Riach





## ***Personal Development, Social Development –Community Studies***

This People and Society course has been designed to allow every student to have the opportunity to use their skills, talent, abilities and time for the common good of their community.

Our aim is for our students to:

- make a difference
- develop empathy/understand the differences within any community
- feel proud of their achievements
- make their community proud of them

They will also develop an awareness of the nature and range of disabilities in the community and how these affect people's place in society.

Our school has a strong community focus with links to a variety of community organisations and local Primary school and this school will build strong ties with these through the practical components of this course.

We have three Multi-categorical classes at our school catering for students with special needs as well as having students with disabilities in the mainstream. This course will develop a core body of students whose influence on the school as a whole will enhance the positive integration of students with disabilities in our school.

It will also equip students to recognise and utilise support services and resources available in the community. It will give students a sense of being an active part of their community through its practical components. It will build close student-community relationships for the benefit of both.

The all-encompassing aim of this course is to promote an awareness of the issues surrounding being a good community minded person. This awareness will be translated into acceptance, empathy and positive inter-personal relationships among students in the course and people with disabilities through the practical components of the course.

### **Modules Studied**

Community & Disability Awareness  
Emergency Care  
Disabilities and their consequences  
Discrimination

Integration and Community Work/  
Service and Citizenship  
Courage to Care  
Cultural Diversity

Community work involves assisting at Horton House, Warmington Lodge, Thomas Eccles Gardens, Valmar Support Services, Yass and Berinba Primary Schools and other fund raising charities.

**For further information contact:** Miss Tracey Bills



## ***Photographic and Digital Media***

Photographic and Digital Media is a course that gives students the chance to explore the practice, ideas and technological procedures within photographic and digital media. This course recognises that much of our information of the world and about cultural and self-identity come from the photographic and digital images that surround us on TV, film, video, internet, mass media, visual arts and design. Photographic and Digital Media allows students to make and communicate with images using digital photography, video and traditional photography.

**Equipment:** Your own USB storage device, your own digital camera would be an advantage, but is not compulsory.

**Course Fee:** \$40 per year

**For further information contact:** Mrs Ruth Riach





## ***Physical Activity and Sports Studies***

Physical Activity and Sports Studies is an extension of the PDHPE Key Learning Area in Years 7-10. This course is to be offered at Yass High School to cater for interested and active students and to give opportunities to enhance and refine their own physical skills and fitness levels through a variety of learning activities. Physical Activity and Sports Studies provides students with particular sporting needs that cannot be met in the wider community due to geographical isolation and/or financial constraints.

Physical Activity and Sports Studies includes three areas of study being; Foundations of Physical Activity, Physical Activity and Sport in Society, and Enhancing Participation and Performance. Students will study one or more modules from each area and will be given the possibility of participating in movement applications such as martial arts, aquatics, games, recreational pursuits, athletics and gymnastics.

The theory component of the course provides students with the opportunity to develop skills that prepare them for a career path in the fitness/recreation industry.

**For further information contact:**

Mr Glenn Matthews



# Textiles Technology

This course has a strong practical based component with theory to support the practical and contribute to the students overall understanding of the Textiles Technology.

Students will complete three practical projects each year accompanied by a portfolio. They will develop confidence to create original textile items.

Students will explore colouring fabric with various techniques such as tie-dye, vat dying, silk screening, hand painting and other methods. They will learn to manipulate fabric to achieve creative and unusual textures and shapes and decorative surfaces. They will learn embellishment techniques and also how to make fabrics such as hand-made felt.

Projects include: making a fabric journal cover, making clothes such as shorts, completing a soft toy, creating a mini textile art quilt, creating costume based items such as hats, fascinators and masks and using their skills to choose from the focus areas below for an open unit.

## Course Content - Areas of Study

Design, Properties and Performance of Textiles, Textiles and Society

## Course Assessment

Practical 60%

Design Portfolio 40%

## Focus Areas

Apparel - dresses, skirts, tops

Furnishings – cushions

Costume – masks, headdresses, fancy dress

Textile Arts - wall hangings

Non-apparel - fabric books, bags



**Course requirements:** Students must wear enclosed leather shoes in the Textiles Technology classroom.

**Course fee:** \$70 per year

**For further information contact:** Mrs Annette Halley-Barberis



## ***Visual Arts***

Visual Arts offers students the chance to develop expertise in many art forms, such as drawing, painting, printmaking, sculpture, ceramics, photography, graphics and computer generated images. It also gives students the opportunity to study artists, the art world and art works that are related to their own art making and the world they live in. Visual Arts provides a creative outlet for those students who enjoy making and communicating visually.

Students who are enthusiastic and enjoy art are encouraged to choose two or all of the creative subjects, Visual Arts and/or Visual Design and/or Photographic and Digital Media.

We welcome all students who have enjoyed art in Year 8 and look forward to teaching you again.

**Course Fee:** \$50 per year

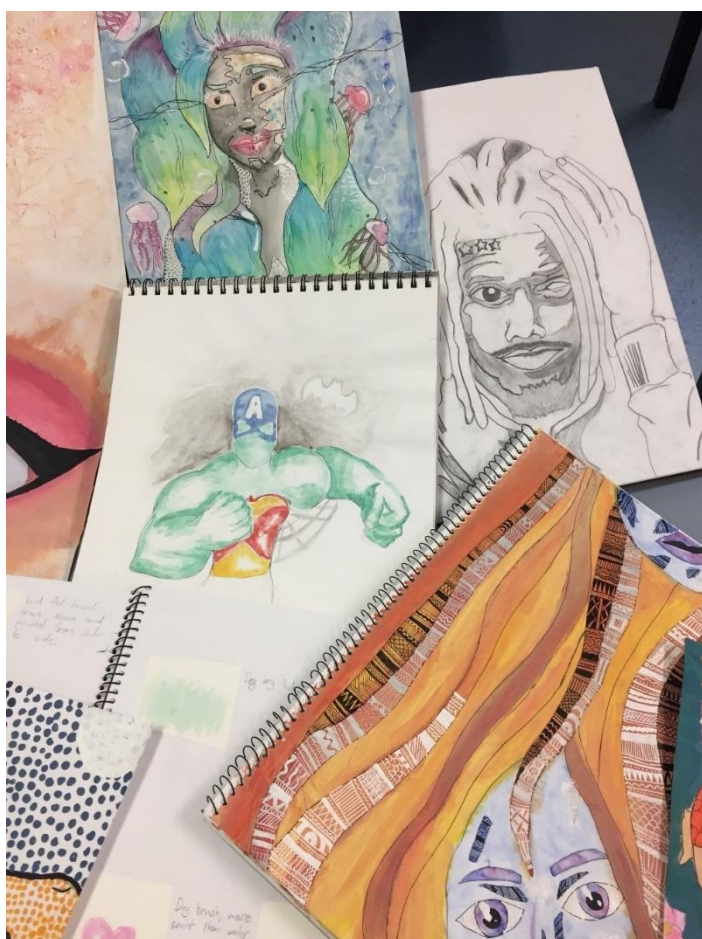
**For further information contact:** Mrs Ruth Riach



## Visual Design

The course varies from year to year with focus on three of the following areas – painting, sculpture, ceramics, printmaking and graphic design. Emphasis is placed on the development of concepts and ideas through drawing and design. Students also study art, artists and the art world relating to their own designing, product making and the world they live in. The course is often focused on projects such as murals for the school and community.

**For further information contact:** Mrs Ruth Riach



## Notes

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