ALEXANDRIA PARK COMMUNITY SCHOOL

YEAR 8 | SUBJECT SELECTION 2025

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PRINCIPAL'S ADDRESS

All students in Stage 5 will study the required mandatory courses but students will also have the opportunity to choose **three** elective subjects in Year 9. This booklet is designed to help you select your electives.

Students should choose according to:

1. Ability- subjects you are good at doing
2. Interest- subjects you are really interested in trying
3. Motivation- subjects you really want to learn.

It is very important that students select their electives carefully and not base them on what their friends might be doing or because someone tells them they should do it or because they think a particular teacher will be teaching it. Electives should be chosen because the student believes it is a course they will enjoy.

The aim is to give students a broad general education and make learning fun while expanding their interests and skills through wider experiences of learning.

Head Teachers, teachers,as well as the Year 8 Adviser, Careers Adviser and Deputy Principal, will be happy to talk to students about choices. Students are also urged to talk to their parents/carers and senior students to ensure their decision is the right one for them.

I wish all Year 8 about to start Stage 5 studies, the very best wishes for your learning.

Debra Lade
Principal

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is a credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

The Record of School achievement is only given to students in Year 10 or 11 who do not achieve their HSC.
The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.

If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that some students may leave school for employment or other training opportunities before receiving their HSC.

MINIMUM STANDARDS REQUIREMENTS FOR THE AWARD OF - HIGHER SCHOOL CERTIFICATE (HSC)

Students in NSW are required to demonstrate a minimum standard of literacy and numeracy to receive their Higher School Certificate (HSC).
The HSC minimum standard online tests are each 45 minutes long, and include:

- a multiple-choice test for reading,
- a multiple-choice test for numeracy; and
- a test for writing (around 500 words) based on a written or visual prompt.

These tests are based around the Australian Core Skills Framework and the minimum standard is set at level 3. This means that students who demonstrate the standard have the basic functional skills used in everyday life, for work and further study.

Students have two opportunities each year to sit these online tests, from Year 10 until Year 12. These tests will be started in Year 10 so that students have achieved the minimum standard prior to entering senior studies.Students will also be able to complete the tests for up to five years after starting HSC. There are practice tests available to complete at school and demonstration questions online on the NSW Education Standards Authority website:
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard

Students will do the minimum standards tests in Year 10 during scheduled class times. Students who do not fulfil the requirements in Year 10 will be given opportunities to sit these tests at organised times.

Students in Year 10 MUST complete the NESA "All My OWN WORK" mandatory program before progressing to Stage 6

COURSE PATTERN STAGE 5 (YEARS 9&10)

The pattern of indicative study hours for years 9 and 10 is shown below:

	Hours per Year	
	Year 9	**Year 10**
English	125	125
Mathematics	125	125
Science	100	100
Australian History	50	50
Australian Geography	100	100
PDHPE	75	75
Elective 1	100	100
Elective 2	100	100
Elective 3	100	

USING THIS BOOKLET AND MAKING CHOICES

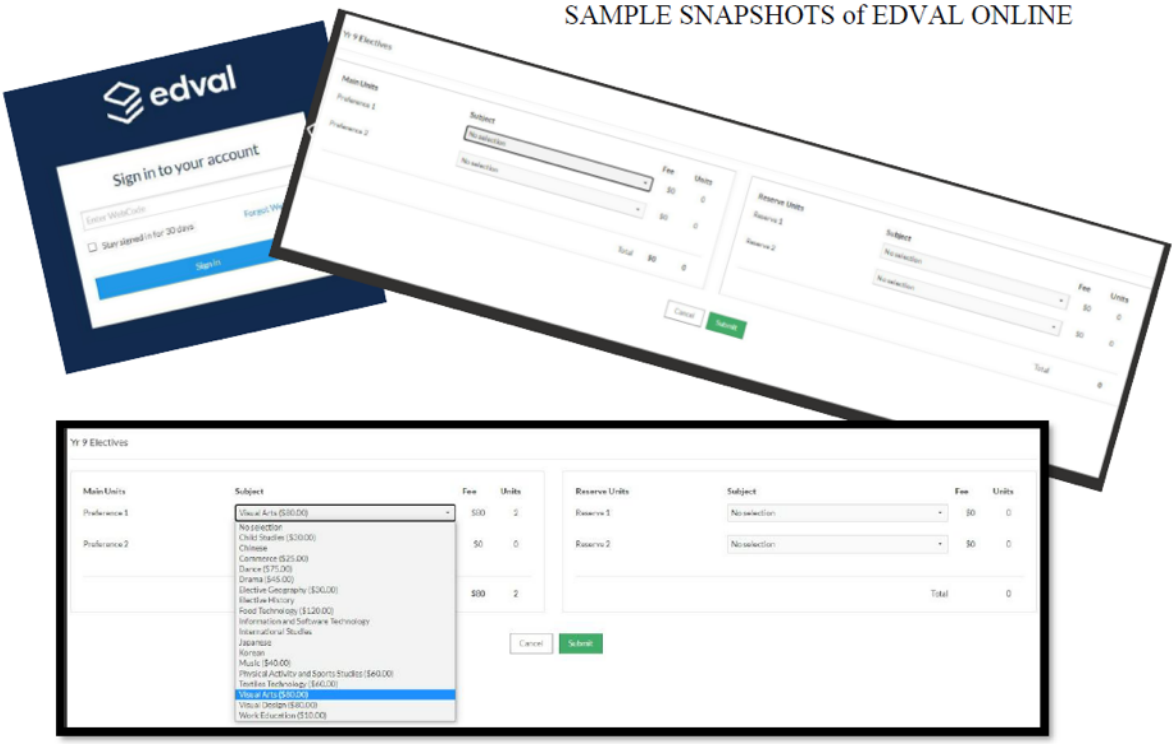
What to do next…

- Watch the subject videos created a couple of years ago but still may assist in your selection process.
- Watch the subject videos – accessed https://sites.google.com/education.nsw.gov.au/alexandriaparkcommunityschool/home
- Read the APCS Course Information Book. **Issued on website by Friday August 2nd, Week 2 Term 3**.
- Discuss your options with your teachers, year adviser and parents/carers.
- Ask questions of teachers, Head Teachers, older students

SUBMISSION OF CHOICES will be done online AND you MUST submit your signed form to your year adviser or Deputy by the due date.

- **Submit your elective subject choices with your year adviser/Deputy during school hours between: Thursday August 15th Week 4 and Friday August 23rd, Week 5, Term 3**.
- **NOTE: Wednesday AUGUST 14th is Parent Teacher information evening.**

SAMPLE SNAPSHOTS of EDVAL ONLINE



STAGE 5

MANDATORY COURSES

- ENGLISH
- GEOGRAPHY
- HISTORY
- MATHEMATICS
- PDHPE
- SCIENCE

Subject Name/Faculty: ENGLISH

CONTACT TEACHER(S): MS. A. GRAY

COURSE INFORMATION

What types of things will we do in English?

The aim of English in Years 9-10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

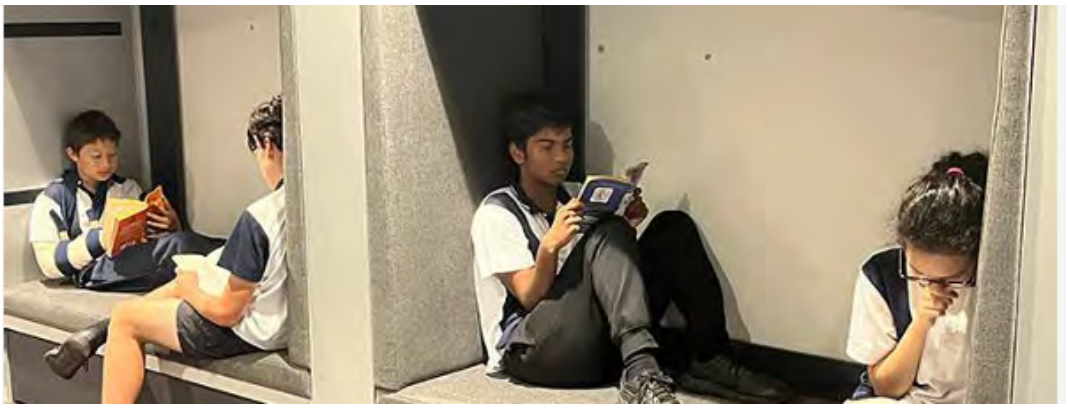
English in Years 9–10 builds on the foundational skills developed in the earlier high school years to support the growing knowledge, understanding and skills in the areas of reading, viewing and listening to texts, understanding and responding to texts and expressing ideas and composing text.

To continue to develop these skills, students will undertake essential content, and work towards course outcomes, by engaging meaningfully with a range of texts. Their teachers will select texts based on their understanding of what students need to learn at particular points in time. A well-chosen text enables students to study features within and between texts that can enhance their knowledge, understanding and experience of how texts represent the world. Texts will be selected that either support or extend students' reading.

Students will engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students will broaden their experiences and become empowered to express their identities, personal values and ethics.

Therefore, through these interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in our society.

OTHER INFORMATION



Subject Name/Faculty:	GEOGRAPHY YEAR 9
CONTACT TEACHER(S):	MR. S. OKELL
COURSE INFORMATION	MANDATORY YEAR 9

What types of things will we do in Geography lessons?

In Year 9, students will study:

- **Sustainable Biomes**
  Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.

- **Changing Places**
  Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship

- **Environmental Change and Management**
  Students develop an understanding of the functioning of environments and the scale of human- induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake mandatory field work as part of this unit of work. They compare and evaluate the management responses and propose ways individuals can contribute to environmental sustainability.

- **Human Wellbeing**
  Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

OTHER INFORMATION

Subject Name/Faculty:	HISTORY YEAR 10
CONTACT TEACHER(S):	MR. S. OKELL
COURSE INFORMATION	MANDATORY YEAR 10

What types of things will we do in History lessons?

1. **The Making of the Modern World**

   i. The Industrial Revolution (1750-1914)
   This study will explore the technological innovations that led to the Industrial Revolution and other conditions that influenced the industrialisation of Britain including the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire.

   ii. Making a Nation
   Examines the key ideas in the development of Australian Federation and democracy as well as living and working conditions around the turn of the century.

   iii. Core Depth Study: Australians at War (World Wars I and II)
   Students will examine an overview of the causes of the world wars, why men enlisted, where Australians fought and their varying experiences. We will examine the significance of the wars to Australia, commemoration and the nature of the Anzac legend. Students will also undertake a site study of a local war memorial.

2. **The Modern World and Australia**

   i. Core Depth Study: Rights and Freedoms 1945- Present
   This study explores the struggle for Aboriginal and Torres Strait Islander peoples to achieve rights and freedoms, including methods used by civil rights activists to achieve change. Students will also examine the origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration.

   ii. The Globalising World: Popular Culture 1945- Present
   Covers the nature of popular culture in Australia at the end of World War II including the impact that music, fashion and sport had on society throughout the decades and how attitudes and values changed over time.

OTHER INFORMATION

Subject Name/Faculty: MATHEMATICS

CONTACT TEACHER(S): MR. A.SUYASA

COURSE INFORMATION

What types of things will we do in Mathematics lessons?

All students will study the same basic course and will achieve all core elements of the Stage 5 Syllabus and some students will also achieve some or all of the Pathways.

The course is not a separate course for Years 9 and 10, but follows a continuum from the Stage 4 concepts. Completing all Core elements and some Pathways will place students with a readiness for Mathematics Standard in Year 11. Completing additional Pathways will prepare students for the Mathematics Advanced course in Year 11 and completing all of the Pathways to a high standard, will prepare students for Mathematics Extension 1 in Year 11.

Students will be placed in classes according to the outcomes they have achieved by the end of Year 8, that is, how far along the continuum they have progressed.

Students will demonstrate knowledge, skills and understanding through one process strand, Working Mathematically, and three content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Along with the outcomes relating to knowledge, skills and understanding, students are expected to:

- Appreciate mathematics as an essential and relevant part of life, recognising that its cross-cultural development has been largely in response to human needs;
- Demonstrate interest, enjoyment and confidence in the pursuit and application of mathematical knowledge, skills and understanding to solve everyday problems;
- Develop and demonstrate perseverance in undertaking mathematical challenges.

OTHER INFORMATION .

Subject Name/Faculty: PDHPE

CONTACT TEACHER(S): MS. A. BAKER

COURSE INFORMATION

What types of things will we do in PDHPE lessons?

The content is presented in three strands:

Strand 1: Health, Wellbeing and Relationships

The strand *Health, Wellbeing and Relationships* focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Strand 2: Movement Skill and Performance

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participate in a lifetime of physical activity.

Strand 3: Healthy, Safe and Active Lifestyles

The strand *Healthy, Safe and Active Lifestyles* focuses on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

OTHER INFORMATION

Subject Name/Faculty: SCIENCE

CONTACT TEACHER(S): MS. R. KHALIL

COURSE INFORMATION

What types of things will we do in Science lessons?

Through the study of Stage 5 Science in Years 9 and 10, students develop their scientific understanding of the world and the way that scientists work. They will develop knowledge and understanding of:

- § The structure of the atom
- § The formation of compounds and the concept of a chemical reaction
- § The fossil record and the theory of evolution and natural selection
- § Coordination systems and reproductive systems in humans
- § The structure and role of DNA
- § The Big Bang theory and the components of the universe
- § Plate tectonics
- § Ecosystems
- § Newton's laws of motion
- § Different forms of energy including light energy, electrical energy and nuclear energy

Students will also develop skills in working scientifically through:

- Planning and conducting investigations
- Gathering and processing information from a range of sources including the internet, DVDs and textbooks
- Communicating scientific information and understanding using a variety of methods including appropriate text types, models, diagrams, graphs, flow charts, spreadsheets and databases
- Developing scientific thinking and problem-solving techniques
- Working individually and in teams

OTHER INFORMATION


Subject Name/Faculty: ENGLISH

Minimum Standard and Senior Literacy preparation program Year 10 2026

CONTACT TEACHER(S): MS.A.GRAY

COURSE INFORMATION

This special program was a mandatory element of study in Year 10 2024 and replaced an elective. This may be incorporated into 2026 Year 10 but it is yet to be determined. It was run by the English faculty.

What types of things will we do in Literacy based lessons?

Writing

- Review and extension of the functional aspects of grammar, punctuation, and spelling.
- Extension of vocabulary and connectors.
- Sentence building and improving sentence structure.
- Structuring extended responses using an ALARM model. Incorporating analysis, critical thinking, justification and evaluation into writing required for senior years.
- Time- management skills

Reading

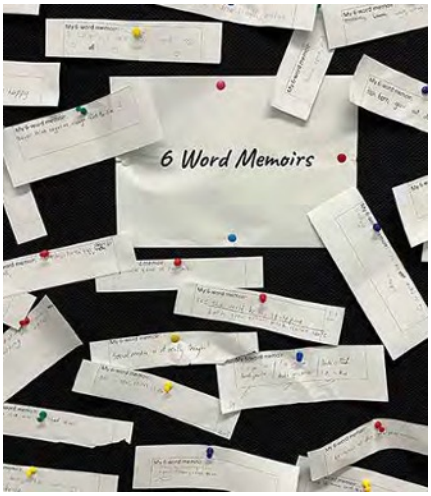
- Comprehension strategies to enjoy with the will and thrill of reading more complex texts.
- Senior Preparation of texts involving comparing/contrasts; arguments and discursive texts.
- Extended responses using critical thinking required for senior studies.
- Project and collaboration work
- Communication skills and presentations
- Note Taking and summarising.
- Research and multimodal skills.

NESA compliance

All My Own Work

SCHOOL ASSESSMENT SAMPLE . Minimum Standards assessment

OTHER INFORMATION including special requirements. ALL MY OWN WORK



ELECTIVE CHOICES

CHOOSE **THREE ELECTIVES** IN YEAR 9 AND **TWO RESERVES**

ELECTIVE COURSES

- ABORIGINAL STUDIES
- AGRICULTURAL TECHNOLOGY
- CHINESE
- COMMERCE
- COMPUTER TECHNOLOGY
- DRAMA
- FOOD TECHNOLOGY
- GRAPHICS TECHNOLOGY
- HISTORY ELECTIVE
- INDUSTRIAL TECHNOLOGY (TIMBER)
- ISTEM
- MUSIC
- PHOTOGRAPHY AND DIGITAL MEDIA
- PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)
- VISUAL ARTS

Subject Name/Faculty: ABORIGINAL STUDIES (HSIE)

CONTACT TEACHER(S): MR. S. OKELL

COURSE INFORMATION

What types of things will we do in Aboriginal Studies lessons?

Aboriginal Studies enables students to gain an understanding of past, present and future Aboriginal culture and heritage. It allows students an opportunity to learn how to empathise with others and appreciate different cultures.

This course would suit students with interests in:

- Aboriginal culture and heritage
- Social and Australian history
- Building a positive image of reconciliation.

What will students learn about?

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

What will students learn to do?

Students will develop knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression. Understanding of the importance of Aboriginal autonomy to Australia's future. Understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society. Understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes. Research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.

OTHER INFORMATION

Subject Name/Faculty: AGRICULTURAL TECHNOLOGY

CONTACT TEACHER(S):

COURSE INFORMATION

What types of things will we do in Aboriginal Studies lessons?

Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

OTHER INFORMATION

Elective fee $20

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Subject Name/Faculty: CHINESE (CAPA/LOTE)

CONTACT TEACHER(S): MS. S. CAI

COURSE INFORMATION

What types of things will we do in Chinese lessons?

Students learn about topics related to their daily living, using Chinese pinyins and characters. In addition, students will further develop their understanding of Chinese culture. Students will also be invited to join the following activities:

- Chinese Eisteddfod
- "Hanyu Qiao" – Chinese Bridge Annual Competition
- HSK public examinations
- Cultural activities such as calligraphy, cooking and Chinese painting etc.
- Excursions (including overseas excursions if possible)
- Participation in voluntary work in the local Chinese community (organised by the teacher)

Examples of topics in Stage 5 are:

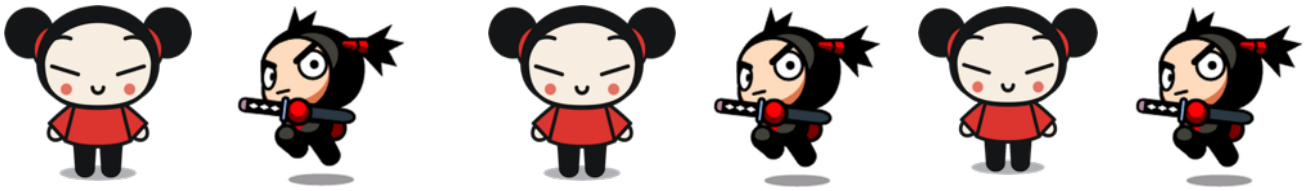
- Myself and my family
- Leisure activities and hobbies
- My school and study
- Daily living: shopping, eating out, travelling, holidays etc
- Education and future career

COURSE DETAILS. What types of tasks will be set?

Year 9	Year 10
The Chinese courses in Stage 5 allow students to further develop their language skills and to apply the language in wider authentic social situations. Eligible students should have completed the 100 hours of study in Chinese or in one of the languages offered in Year 8 and are keen to study Chinese. *Students who know Chinese due to their family background or heritage are also eligible to do the course and they will be using different textbooks and resources for their lessons.*	In Year 10, Students expand on topics related to their daily living and the social world, using mainly Chinese characters. In addition, students will further explore the key features of Chinese culture and develop their language skills in order to communicate in Chinese confidently in authentic situations. 

OTHER INFORMATION

"Easy Steps to Chinese" Book 2 & 3 will be used for Year 9 & Year 10. Online program for Chinese such as Education Perfect will be subscribed.



Subject Name/Faculty: COMMERCE (HSIE)

CONTACT TEACHER(S): MR. S.OKELL

COURSE INFORMATION

What types of things will we do in lessons?

"Money talks, but all mine ever says to me is goodbye!"

An understanding of money, how we earn it, how we spend it and how the commercial environment that we live in and interact with every day impacts on us. It is essential to ensure that we become responsible consumers of the future.

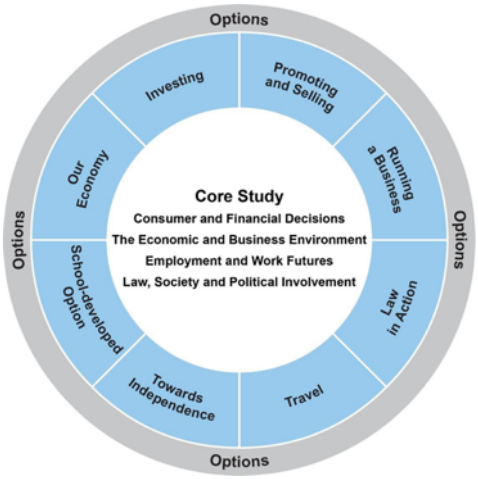
The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Through undertaking the study of relevant and contemporary issues, students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. The Year 9 course concentrates on Consumer and Financial Decisions, Running a Business, Law in Action and Employment and Work Futures.

Year 10 focuses on the Economic and Business Environment, Our Economy, Law and Society and Political Involvement, and Investing.

Commerce gives students the knowledge and skills which will be relevant to responsible citizenship.

OTHER INFORMATION



Subject Name/Faculty: COMPUTER TECHNOLOGY (TAS)

CONTACT TEACHER(S): MR. B. TUNGKA

COURSE INFORMATION

What types of things will we do in Computer technology lessons?

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

The new Computing Technology course has **2 focus areas**:

1. **Enterprise Information Systems**
    - Modelling networks and social connections
    - Designing for user experience
    - Analysing data
2. **Software development**
    - Building mechatronic and automated systems
    - Creating games and simulations
    - Developing apps and web software

The New Computing Technology Syllabus builds on the knowledge and skills developed in the Digital Technologies context in the Technology 7–8 Syllabus. Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. They are able to transfer knowledge to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

OTHER INFORMATION

Elective subject fees $50

Subject Name/Faculty: DRAMA (CAPA)

CONTACT TEACHER(S): MR. T.MILES

COURSE INFORMATION

What types of things will we do in Drama lessons?

What is this subject about?

Drama involves developing the skills of acting and staging performances. Drama enables students to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas. **The Drama elective consists of three key areas of study: making, performing and appreciating.**

Students will learn about a range of acting techniques and drama styles. Topics will include: Play-building; Theatre sports and physical theatre; Improvisation; Mime; Working with scripts; Dramatic and comedic styles and techniques; Elements of drama; Roles in theatre; Visual impact of design (costumes and sets);Production elements (lighting, sound and staging); Importance of the audience in performance

Students will make and perform dramatic and theatrical works. This will be done both individually and in groups. They will act using scripted and unscripted material. Learn to reflect and analyse their work, and that of their peers. Students will engage in viewing theatrical performances to evaluate how drama and theatre enriches society.

What is expected of me?

- Have a positive attitude and give things a go
- Participate in lesson activities
- Work collaboratively with others
- Read and memorise scripts
- Attend excursions/incursions
- Provide constructive feedback to your peers
- Present performances

OTHER INFORMATION

Subject Name/Faculty: FOOD TECHNOLOGY (TAS)

CONTACT TEACHER(S): MR. B.TUNGKA

COURSE INFORMATION

What types of things will we do in Food Technology lessons?

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

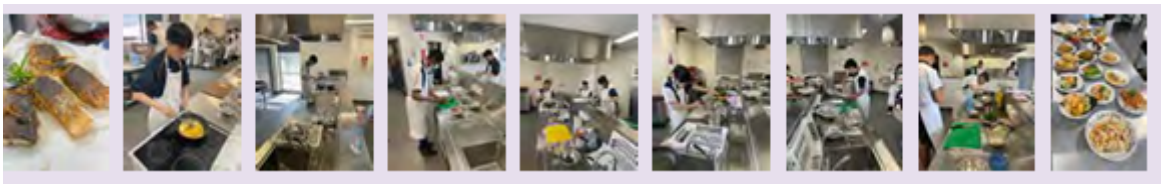
Food in Australia	Food service and catering
Food equity	Food for special needs
Food product development	Food for special occasions
Food selection and health	Food trends

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing then to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

OTHER INFORMATION

Elective subject fees $40



Subject Name/Faculty: GRAPHICS TECHNOLOGY (TAS)

CONTACT TEACHER(S): MR. B.TUNGKA

COURSE INFORMATION

What types of things will we do in Graphics lessons?

Are you a creative student looking to enhance your skills and in a tech-driven world? Graphics Technology is the perfect subject for you! Dive into a dynamic learning experience where you'll sharpen your logical thinking, problem-solving, and decision-making skills while mastering various graphic tools and software. Learn about the world of graphics, including: architecture, graphic design, industrial design and product design.

Why Choose Graphics Technology?

- **Build Essential Skills:** Develop technical and visual literacy, and acquire the hands-on skills needed to excel in today's technological landscape.
- **Master Industry Standards:** Learn to apply the Australian Drawing Standards (AS1100) and confidently transfer concepts and images worldwide.
- **Versatile Drawing Techniques:** Gain expertise in freehand, instrument, and computer-aided drawing methods, enabling you to create accurate shapes and objects.
- **Creative Problem-Solving:** Enhance your ability to think creatively, devise innovative solutions, and communicate effectively through diverse graphical techniques and media.

What You'll Gain:

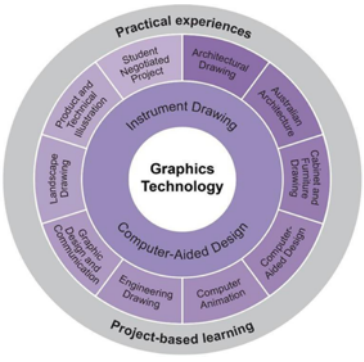
- **Work Environment Insights:** Understand the professional landscape and the vast opportunities in the graphics industry.
- **Industry Connections:** Explore the significant role of Graphics Technology in society and its impact on various industries. Enrol in Graphics Technology and embark on a journey to unleash your creative potential while preparing for a successful future in the technological world!

COURSE DETAILS/TOPICS.

Year 9	Year 10
Introduction to Graphics (Technical Drawings and Computer aided design.). Technical Drawings. Computer aided design SketchUp. Cabinet and Furniture Modelling. Computer-Aided Design (CAD) modelling (OnShape).	Graphic design and communication. (Adobe Suite - Illustrator and logo draft). Architectural Modelling - SketchUp. Landscape drawing. Student negotiated project.

OTHER INFORMATION including special requirements; course costs OR IMAGE

Elective subject fees $40



Subject Name/Faculty: HISTORY ELECTIVE (HSIE)

CONTACT TEACHER(S): MR.S.OKELL

COURSE INFORMATION

What types of things will we do in History Elective lessons?

What does this course offer?

The History Elective course offers students the opportunity to explore the exciting world of ancient, medieval and modern history in more detail and obtain a greater understanding of the ways in which the present has been shaped by the past. Our focus will be on the Middle East and the long succession of Empires that have fought for control of this region. Crucially located at the crossroads of Europe, Africa and Asia, the Middle East has been at the centre of trade, cultural contact and conflict for millennia. This course will take you from the very ancient to the very modern and you will explore perspectives from both East and West as you progress on your journey through time.

What topics are studied in this course?

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

How will the course be taught?

Understanding and analysing the way film makers have interpreted and constructed historical events and personalities will be central to our study of the past. We will watch a number of course related films and work with the school iPads creating iMovies and screencasts. The theme of East and West will be explored across all topics, and you will be given many opportunities to create and reconstruct your vision of the past.

Who should choose History?

Students who choose History are interested in finding out about people and events of the past. They are interested in discovering why the world is the way it is and how certain events and individuals have influenced the course of history in a variety of ways.

OTHER INFORMATION

Subject Name/Faculty: INDUSTRIAL TECHNOLOGY- TIMBER (TAS)

CONTACT TEACHER(S): MR. B.TUNGKA

COURSE INFORMATION

What types of things will we do in Industrial Technology - Timber lessons?

Are you considering delving into the realm of Industrial Technology Timber? This course offers a structured approach to developing knowledge and skills related to timber materials and processes. Through hands-on learning experiences, students engage with tools, materials, and techniques to plan, construct, and evaluate practical projects in a creative and critical manner.

Within the Industrial Technology Timber curriculum, students have the opportunity to focus specifically on timber technology, allowing for the development of tailored skills and knowledge in this area. Project-based learning is a key aspect of the course, providing.
students with a platform to enhance their craftsmanship while taking responsibility for their learning progression.

By studying the interrelationship of timber technologies, equipment, and materials, students gain insights into the applications of timber in industrial and domestic settings. The emphasis on design, planning, and production of timber projects equips students with practical skills relevant to the industrial and construction sectors.

Moreover, the course prompts students to consider the broader implications of technology, industry, society, and the environment, encouraging an awareness of environmental sustainability in relation to timber materials and technologies. Students also develop an understanding of Work Health and Safety (WHS) matters and related work environments.

Through the study of Industrial Technology Timber, students acquire skills that are transferable to future learning, potential vocational pathways, and leisure activities involving timber technologies. The course aims to prepare students to make positive contributions to Australian industry and society, fostering the development of valuable opinions and considered judgements in their roles as contributing members of society

OTHER INFORMATION

Elective subject fees $40

Subject Name/Faculty: iSTEM (TAS)

CONTACT TEACHER(S): MR.B.TUNGKA

COURSE INFORMATION

What types of things will we do in iSTEM lessons?

In iSTEM we offer hands-on experience that delivers science, technology, engineering and mathematics education in an interdisciplinary, innovative and integrated fashion. You won't just learn about cool engineering concepts—you'll *experience* them. We first go into engineering design processes and dive into hands-on projects and exciting challenges that will have you thinking like an engineer, experimenting like a scientist, and solving problems like a tech genius.

You will learn about keywords and terms related to the iSTEM module covered as well as gaining knowledge in some aspects of engineering and science and their effects in everyday life. You will apply mathematics to perform calculations to certain engineering designs and coding functions and instructions in block-based coding as well as other programming languages.

Some topics we will be covering throughout the course will include STEM fundamentals, cybersecurity, aeronautical engineering, mechatronics and robotics and project based learning.

COURSE DETAILS. What types of tasks will be set?

Year 9	Year 10
Engineering Design Process Portfolio and Reflection. Computer aided design. Cyber security STEM project based learning	Aeronautical Engineering Design for space Mechatronics and robotics Project based learning

OTHER INFORMATION

Elective subject fees $40

Subject Name/Faculty: MUSIC (CAPA)

CONTACT TEACHER(S): MR. T.MILES

COURSE INFORMATION

What types of things will we do in Music lessons?

Step into the vibrant world of Stage 5 Music Elective where creativity harmonises with learning! Delve into the beats and rhythms that define cultures worldwide. Explore the music of Australia from the oldest continuous culture to the latest hits. Develop your creativity in a fun and engaging environment. From mastering instruments to composing your own melodies, this course promises to strike a chord with your passion for music and ignite your imagination.

COURSE DETAILS/TOPICS.What types of tasks will be set?

Year 9	Year 10
Australian Popular Music Baroque to Rock Video Game Music All topics include the following tasks ● Playing music ● Creating music ● Listening to and discussing music	Jazz Film Music Rock Music All topics include the following tasks ● Playing music ● Creating music ● Listening to and discussing music

OTHER INFORMATION

There are no special requirements. Students do not need any prior experience to succeed in Music Elective.

Subject Name/Faculty: PHOTOGRAPHIC & DIGITAL MEDIA (CAPA)

CONTACT TEACHER(S): MR. T. MILES

COURSE INFORMATION

What types of things will we do in lessons?

Like photography and image manipulation? Then this is the subject for you. Dive into the lens of imagination as you capture moments, master editing techniques, and unleash your inner artist. Take inspired photographs and craft stunning visual stories, this course is your ticket to blending tech savvy with artistic flair. Get ready to pixelate your passion and develop skills that frame your future in the world of visual arts. Smile, snap, create – let's paint the digital canvas together!

COURSE DETAILS/TOPICS. What types of tasks will be set?

Year 9	Year 10
Introduction to Photography	History of Photography
Camera Basics and Functions	Ethical and Legal Considerations in Photography
Composition and Framing	Visual Design Principles
Lighting Techniques	Typography and Layout Design
Digital Editing and Manipulation	Digital Illustration Techniques
Portrait Photography	Creating Digital Artworks
Landscape and Nature Photography	Photojournalism
Still Life Photography	Advertising and Commercial Photography
Street Photography	Portfolio Development
Photographic Styles and Genres	Presentation and Exhibition Skills

OTHER INFORMATION

Students taking this elective must have access to their own laptop or tablet.
There is a restriction of only one class for this subject because of the specialised equipment available at school.
Elective subject fees $60

Subject Name/Faculty: PHYSICAL ACTIVITY and SPORTS STUDIES (PASS) PDHPE

CONTACT TEACHER(S): MS.A.BAKER

COURSE INFORMATION

What types of things will we do in PASS lessons?

Physical Activities and Sport Studies is a course designed for students in Stage 5 (Years 9 and 10) wishing to build upon knowledge and understanding about how we move and how to enhance the quality and enjoyment of movement. 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. Students investigate recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The course provides students with both theoretical and practical components. It provides students with the opportunity to learn the basic scientific principles that underlie sport performance by analysing the role of body systems, physical fitness, nutrition and safety and the impact on movement efficiency.

Students further analyse physical activity, sport and recreation from a range of historical, social and cultural perspectives. They explore the benefits of participation in leisure and recreation and evaluate the contribution of physical activity and how it can improve all aspects of individual, community and societal wellbeing.

This syllabus further promotes the concept of learning through movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

The course also provides students with the opportunity to investigate careers in the physical activity, sport and recreation industries including accreditation in coaching, umpiring, first aid, event management and leading recreational pursuits. Students are enabled to experience a wide range of activities within a variety of in and out of school settings and gain experience. Students will be provided with activities that develop a range of skills such as problem solving, critical analysis, group work, research, leadership roles and social interaction in varied settings.

Students should choose the course if they have a genuine interest in physical activity and sport and enjoy both the theoretical and practical aspects of the subject.

- Area of Study 1: Foundations of Physical Activity
- Area of Study 2: Physical Activity and Sports in Society
- Area of Study 3: Enhancing Participation and Performance

OTHER INFORMATION

Subject Name/Faculty: VISUAL ARTS (CAPA)

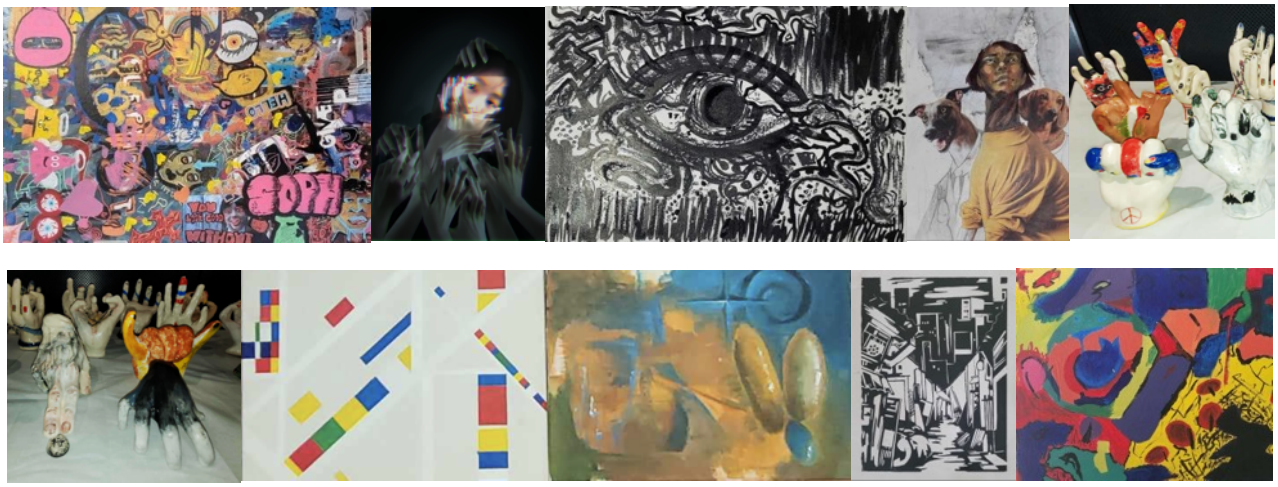
CONTACT TEACHER(S): MR. T. MILES.

COURSE INFORMATION

What types of things will we do in Visual Arts lessons?

In this course you will learn skills in making artworks in lots of different ways, using lots of different materials and techniques. We'll do painting, ceramic sculpture, printmaking, drawing, digital media, and wearable art! (60% of the course).

We'll also learn to find meaning in artworks, explain what artists do and why, and write about art, because learning about the work of other artists inspires us and makes us better artists ourselves. (40% of the course)



COURSE DETAILS/TOPICS. What types of tasks will be set?

Year 9	Year 10
Surrealism and the Uncanny - Printmaking, Drawing and Collage **Riverways** - Linocut Printing **Held in Our Hands** - Ceramics and clay sculpting **All the Seasons -** Abstract painting Tasks will include making artworks, writing about artworks, and designing your own virtual exhibition.	**Humanity -** Portrait Drawing **Making a Statement** - Street and Political Art **Timeless Fictions** - Digital photography and photo editing **Masquerade** - Masks, video and performance Tasks will include making artworks and digital images, and writing about artworks in short and extended response forms.

OTHER INFORMATION including special requirements; course costs.

Elective subject fees: $60

This course is designed for **anyone** who is open to learning and experimenting with new skills, as well as students with existing interest or skill in artmaking.

ELECTIVE COURSE SUBJECT FEES 2025/2026

Agricultural Technology	$20
Computer Technology	$50
Industrial technology- Timber	$40
iSTEM	$40
Photographic and Digital Media	$60
Food Technology	$40
Visual Arts	$60
Graphics Technology	$40

LANGUAGE OPTIONS

Students can study **Chinese at school if they choose this elective OR** a language via the NSW School of Languages or the Saturday School of Community Languages.

See their websites for further information and discuss this option with the career's teacher and your Deputy.

https://nswschoollang.schools.nsw.gov.au/
https://saturdaycl-h.schools.nsw.gov.au/

ELECTIVE PATTERN OF STUDY 2025 –

REFLECT AND SELECT

Student name: _____

Student signature: _____

Parent/caregiver signature: _____

REFLECTION

1. What subjects do you enjoy studying?

   _____

2. What are your interests?

   _____

3. Do you intend to return to Alexandria Park Community High School in 2025? YES / NO

4. List two activities/interests that appeal to you:

   1. Activity:……

   Is there an elective that might suit this interest or activity?
   ……
   ……
   ……

   2. Activity:……

   Is there an elective that might suit this interest or activity?
   ……
   ……
   ……

SUBMIT BY FRIDAY AUGUST 23 - TERM 3 WEEK 4/5

Please list the ELECTIVES you are considering (in priority order) for 2025/2026.

Some students may be asked to re-choose their ELECTIVES once decisions are made about ELECTIVES that will run in 2025.

Choose 3 electives for Year 9 AND 2 reserves!

FULL NAME OF STUDENT:

Mandatory Subjects	**Elective Subjects 2025/2026**
English	Choice 1
Maths	Choice 2
Science	Choice 3
HSIE (Geography/History)	Reserve 1
PDHPE	Reserve 2
SIGN OFF DP/Year Advisor	Student Sigature Parent Signature
OFFICE INFO	EDVAL online selections completed YES / NO

ALEXANDRIA PARK COMMUNITY SCHOOL

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