INABURRA SCHOOL

SUBJECT SELECTIONS - YEAR 9 2023

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Year 9 2023

Stage 5 Elective Selection

This booklet and the subject information videos are:

- for students and their parents to develop an understanding of how learning is structured in Year 9 at Inaburra
- for students and their parents to hear more information about the electives being offered
- to give parents the opportunity to ask questions of teachers in relation to electives and learning in Year 9.

Should parents or students have questions that are not addressed in either the subject selection videos or this booklet, they can be directed to the teachers listed on page 22.

The application form will be made active from: **Thursday 16 June 2022**

The application form will be closed on: **Thursday 23 June 2022**

Contents

The due date for online subject selection forms to be completed is: **Thursday 23 June**

How Student Learning is Structured in Year 9

In Year 9 students commence their studies for Stage 5 of schooling which includes Years 9 and 10. One key feature of this is that students will study some mandatory subjects and some elective subjects. At Inaburra we give students the opportunity to study three electives. From Year 10 to Year 12 they accrue a Record of School Achievement (RoSA) from the New South Wales Educational Standards Authority (NESA). This record includes the mandatory elective subjects completed during Years 9 and 10 with a Grade for each subject.

Mandatory Subjects in Years 9 and 10

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PD/H/PE

All of these subjects are internally assessed. These assessments will provide information to teachers so that RoSA grades can be generated for each student. The elective subjects that students complete from the list below will also appear on the student's RoSA.

Elective Subjects (each student will be allocated 3 subjects)

- Chinese (Mandarin)
- Commerce
- Computing Studies
- Dance
- Drama
- Food Technology
- Geography Elective
- History Elective
- Indonesian
- Industrial Technology – students can study two of
    - Automotive
    - Engineering and Design
    - Timber
- Music
- PASS (Sports Studies)
- Photography and Digital Media
- Textiles and Design
- Visual Arts

Other compulsory areas of learning which are not formally part of the RoSA

- Biblical Studies
- Home Group

Choosing Elective Subjects

- Guidance for making wise subject choices is given in the *Choosing Elective Subjects* video and subject specific videos from each faculty. A link to these will be provided to you in the Student and Parent portals.
- Students need to choose 6 subjects IN ORDER OF PREFERENCE.
    - The top 3 subjects will be the preferences the students wish to complete. Each student will also have to nominate 3 reserves.
    - Each student will be allocated 3 subjects based on their preference order. The subject your child most wants to do should be numbered 1 in their preferences.
- Our aim is to provide students with their top 3 choices; however, this is not always possible. Some courses may be oversubscribed. Equally, some courses may not run if there are insufficient numbers of students interested in that course. Some combinations of courses may not be able to be accommodated.
- NOTE: Only two Industrial Technology courses can be selected from the 3 on offer:
    - Automotive
    - Engineering and Design
    - Timber
- Once preferences have been submitted, elective subject lines will be developed. There will be 3 lines of subjects with approximately 8 subjects per line. Each student will be allocated 1 subject from each line.
- Students should select their subjects by completing the online application that they will be given access to from **Thursday 16 June**. The deadline for the completion of this form is **Thursday 23 June**. Students will be sent an email through their school account regarding this application process.
- The placement of students in elective classes will be finalised in Term 3.
- Students will be informed in Term 4 2022 of the electives that they will be enrolled in for 2023.

NOTE: Accelerating Mathematics students will drop one of their electives to allow time for Mathematics Extension 1 in Year 10. Where possible, the dropped elective will be the one that was their lowest preference among those in which they are enrolled.

Changing Elective Subjects

Changing electives once the course has begun is only possible in the first weeks of Year 9. If a problem arises with a particular subject selection, application for change must be submitted to the Director of Curriculum **before the end** of Week 4, Term 1, 2022.

Students continue each Year 9 elective into Year 10. Electives cannot be changed in Year 10.

Subject Course Details

Chinese (Mandarin)

What is this subject about?

Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking and writing skills necessary for effective interaction in Chinese.

Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Chinese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures

Students will develop knowledge of the culture of Chinese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Why study this subject?

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Chinese is recognised as one of the fastest growing languages in New South Wales.

The study of Chinese 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.

Students may also have opportunity to travel to China on a study tour during the course.

Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

Commerce

What is this subject about?

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

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies, which incorporate the skills of analysis and evaluation. Students engage in the learning process, which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Why study this subject?

Commerce enables young people to make informed and responsible decisions as individuals and as part of the community through the development of knowledge, understanding and skills.

To help our students become active citizens in our democratic and pluralistic society, this subject will develop their ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework. Through acquiring necessary skills, the aim is to develop self-directed lifelong learners.

In addition, Commerce provides students the opportunity to study a variety of social sciences. Consequently, one of the benefits in having this experience is students may wish to undertake further study in one or several of these areas in Years 11 and 12. Subjects on offer in the senior years include Business Studies, Economics, Geography and Legal Studies.

Learning experiences

The course is organised into four ‘Core Units’ and further ‘Optional Units’ of study over the duration of Years 9 and 10.

The four **Core Units** of Study are:

1. Consumer and Financial Decisions
2. The Economics and Business Future
3. Employment and Work Futures
4. Law, Society and Political Involvement

The **Optional Units of Study** include a combination of the following areas: Our economy, Law in Action, Investing, Travel, Promoting and selling, Towards independence, Running a business and a School-developed option.

Information Software and Technology – Computing

What is this subject about?

Information Software and Technology provides the opportunity for students to be creative and explore their digital world. This subject offers students the possibility of selecting their own focus on assessment tasks using a broad range of software and hardware. The key focus of the course is to design products that combine theoretical and practical components. A variety of assessment tasks are worked on in class time. Topics studied across the two years include:

- Animation
- Game design
- Website creation
- Database design
- Robotics
- 3D printing

Excursions include going to the Big Day In at UTS to meet companies within the industry - previous companies include, Adobe, Animal Logic (animators for Peter Rabbit 2, The LEGO movie 2, Captain Marvel), Wisetech Global (software engineering), Westpac Group (robotics)

Why study this subject?

Technology has become an integral part of our society with almost all forms of employment using computers. Computing will continue to impact the way that people work in the future. Many industries use 3D printing as standard practice for in-house tasks, to confirm the look and feel of all aspects before it is produced off-site. Website design, animation, robotics and the use of databases are being used more widely in numerous industries, and seen as beneficial skills for your CV.

Students who undertake this course could be better prepared for the study of technology courses in the Higher School Certificate such as Software Design and Development. This subject is intensely practical. Students who enjoy creating something and practical work will find this course very satisfying.

Learning experiences

During this class students get the opportunity to use the Adobe Suite (photo and video editing, animation), Coding software (Unity, Python, JavaScript), Lego Mindstorms (robotics), Cloud based software, 3D Printer.

Dance

What is this subject about?

Stage 5 Dance students can explore, understand, value and enjoy dance as an art form. They can develop of a wide variety of skills under the following three syllabus components:

- **Performance** – developing dance technique through classes and performance works by studying multiple dance styles. Students also learn how to communicate meaning through dance by developing quality performances.
- **Composition –** teaches the different methods and techniques used to create and compose dance movement. Students engage in problem-solving tasks and manipulate the elements of dance as they improvise, explore, select, refine and structure movement in their own personal style to communicate ideas.
- **Appreciation** - this enables students to study and analyse dance in order to understand the meaning behind movement, to understand other choreographer's inspiration and construction methods, and to gain understanding of the influence of people, history, culture and society on dance. Students learn to observe and describe performances, compositions and dance works.

Why study this subject?

The study of Dance promotes the physical, creative and intellectual development of each student and encourages participation and enjoyment of dance. Dance education develops skills in self-expression, the communication of ideas, collaboration, creativity, problem solving, risk taking and higher-order thinking. It is a diverse course providing students with a range of universal skills that can be applied to a variety of industries and professions as well as fostering the specific skill set required by a student heading into a career in the dance industry. The Dance course caters for students with a high level of prior knowledge, skills and experience in dance as well as those with little or no experience.

Learning experiences

The **Performance** component is based on contemporary dance technique through which students will acquire appropriate strength, flexibility, coordination, endurance and skill. The students will also study a variety of other dance styles such as Ballet, Modern Dance and Musical Theatre. The study of safe dance practice develops a working knowledge of correct alignment of the body, correct technique of dance movement, an understanding of basic anatomy and how to apply this knowledge to become a stronger dancer.

Students will develop skills in **composition,** learning to choreograph their own dance work to express ideas, emotions and moods through movement. They will learn the different methods and techniques used to create movement and how to structure a dance work.

Students will learn to deconstruct and analyse various components of a dance through the **appreciation** component. They will learn to interpret body language, spatial awareness, and theatrical elements such as music, lighting, staging and costume design. Students will communicate their personal responses to dance in oral, written and physical forms.

Drama

What is this subject about?

The Stage 5 syllabus in Drama draws on the contemporary practices of **making, performing** and **appreciating** drama. In their appreciation of drama and theatre, students experience the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. An investigation into a range of technologies including traditional, electronic and digital applications may be used to achieve particular artistic intentions.

Course outcomes include:

- Making drama by manipulating the elements of drama in both individual and collaborative situations through improvisation and play-building activities to create belief, clarity and tension in character, role, situation and action.
- Performing self-devised and scripted drama expressively and collaboratively which is appropriate to purpose and audience.
- Appreciating the function of drama by responding to, evaluating and analysing the contribution of individuals and groups to dramatic processes and performances.

The Year 9 course involves an introduction to Drama.

The Year 10 course is entitled ‘Mask and Production’.

Why study this subject?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in their society taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual talents through imaginative experiences created in cooperation with others. It assists students to develop positive self-concepts and to be self-motivated.

Learning experiences

Year 9 students create meaning in Drama by interacting physically, creatively and imaginatively through improvised, spontaneous and structured responses. They create meaning through their relationship with the audience. Experience of this engagement is essential in dramatic presentations. Both Years 9 and 10 Drama students produce an evening showcase of scenes from contemporary Australian plays for an invited audience of family and friends.

Food Technology

What is this subject about?

Food Technology in Year 9 is about learning how to use various pieces of equipment in order to create delicious and nutritious meals. Students learn what to look for when buying foods as well as how to prepare food products safely. They will study basic nutrition and seek to understand what nutrients people require at different stages of life. Practical experiences occur on a weekly basis and always relate to the theory work being studied at the time. The excursion to the Botanic Gardens to study bush foods is a highlight.

Year 10 Food Technology begins with a cultural food tour of Bankstown to gain an understanding of street food from around the world. Following this, students will design their own individual food product before taking a more global approach to food issues in the Food Equity unit. The units of work are selected to support the Global Education Program run at the end of Year 10.

Term	Focus Area	Description
Year 9	Food in Australia	From bush foods to our present-day cuisine.
	Food Selection and Health	What foods do we eat to be healthy?
	Food for Special Needs	What foods do athletes and vegetarians need?
	Food for Special Occasions	Creating festive foods from around the world.
Year 10	Food Service and Catering	A close study of the hospitality industry.
	Food Product Development	Design the next big food idea.
	Food Equity	What affects food supply in poorer countries?

Why study this subject?

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation and their nutritional interrelationships. The importance of hygiene and safe working practices in food production is crucial to the student's overall appreciation of food quality. The course is both practical and relevant as well as good preparation for university and TAFE, working in the food industry or as a nutritionist, food technologist or dietitian.

Learning experiences

Approximately half the course involves food-related experiences including weekly practical applications of the theory being studied at the time.	Practical work can include: ● Chocolate Wattleseed Mousse ● Spinach Fettuccini with Tomato, Basil and Prosciutto ● Bacon and Cheese Chilli Hot Dogs ● Japanese Ramen ● Berry Meringue Cupcakes ● German Pretzels	The excursions to the Botanic Gardens and Bankstown are highlights which lead to consolidation of learning into real life applications of the course work.

The Food Technology practical work can accommodate vegetarians and vegans, dairy and egg free, gluten free, low FODMAP and other dietary requirements.

Geography Elective

What is this subject about?

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. This course covers topics not done in the compulsory Geography course.

Through an inquiry-based approach, students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

Why study this subject?

The study of Geography Elective enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Learning experiences

The course consists of studying a combination of the following areas:

- Physical Geography - The geographical processes that form and transform the physical world.
- Oceanography - The features and importance of the world's oceans and issues associated with them.
- Primary Production - The patterns, functions and issues associated with primary production.
- Global Citizenship - The role of informed, responsible and active global citizenship.
- Australia's Neighbours - The environments of Australia's neighbours and specific geographical issues within the Asia–Pacific Region.
- Political Geography - The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.
- Interactions and Patterns along a Transcontinental Transect - The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- School-developed Option - Ways in which people and environments interact and the role of informed, responsible and active citizenship in such interaction.

History Elective

What is this subject about?

Students can look at a range of interesting and popular topics that are not covered in the compulsory Australian History course. Some of the topics could include:

- Ancient Greece
- Aztecs and Incas: gold and blood
- South Africa and Nelson Mandela
- Genocide in the modern world
- Epic Disasters: eg Titanic
- Jack the Ripper and Victorian crime
- Native Americans
- Vikings
- The French Revolution
- Alexander the Great
- Film and History
- JFK and his assassination
- The Terrible Tudors - Henry VIII and his six wives
- An historical investigation of your own choice

Why study this subject?

This course is designed for students with a particular interest in History. It is designed to challenge students and encourage their enjoyment of History. There is opportunity to develop skills in essay writing and analysis.

Learning experiences

Students will have the opportunity to learn in a variety of ways. Their writing skills will be developed and there will be a substantial amount of class discussion and debate, which gives students the opportunity to voice their opinions on historical issues. Students will also learn through the study of historical sources and research skills.

Indonesian

What is this subject about?

Using Language

Students will develop a knowledge and understanding of the listening, reading, speaking and writing skills necessary for effective interaction in Indonesian.

Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Indonesian and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures

Students will develop knowledge of the culture of Indonesian-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Why study this subject?

Moving between countries, cultures and languages is now commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. A high-quality education in languages enables students to respond positively to the opportunities and challenges of our rapidly changing world.
Indonesian is a non-tonal language with a Romanised script and regular phonetic pronunciation. The consistency between sound and written forms makes it easy for speakers of English to predict how to say, read or write Indonesian words
The ability to communicate in Indonesian provides incentives for travel and for more meaningful interactions with speakers of Indonesian
The study of Indonesian in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Indonesian syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

Learning experiences

Students are offered a wide range of experiences in speaking and listening activities, along with opportunities to engage in cultural activities. These are all provided to support the development of language skills.

Industrial Technology - Automotive

What is this subject about?

The Automotive Technology course is for all students who enjoy working with their hands. Elective Automotive Technology will provide these students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

This course involves experiential discovery learning about a wide range of vehicles and automotive systems. This includes how to fabricate, and repair metal based mechanical components. We will explore the internal combustion engine and its various components.

Why study this subject?

The automobile is integral to life in a modern economy. It can be useful to know what to look for when purchasing and maintaining a roadworthy vehicle. This subject will extend your mechanical skills and know-how. Some students may even utilise this opportunity to develop skills toward a career as a diesel mechanic (eg mining industry), automotive mechanic, auto electrician, aircraft engineer (LAME), mechanical engineer and many other possibilities. This subject is intensely practical. Students who enjoy creating something and working with their hands will find this course very satisfying.

Learning experiences

The Automotive Technology course is workshop-based giving “hands on” experiences in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Students will learn primarily with their hands actively engaged in fabrication of a toolbox, disassembly and assembly of automotive components using specialised equipment. Some of the required tools (eg mechanic creeper) will be manufactured by the students from steel bar, drawings and a wide range of hand and industrial machinery (metal lathes, milling machine etc). The major project involves the fabrication of a hammer, toolbox, custom-designed hammer and a go-kart in Year 10.

No prior metal experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their advanced ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

Industrial Technology – Engineering/Design and Technology

What is this subject about?

At Inaburra School, Industrial Technology Engineering and Design and Technology are being taught as an integrated course over two years. It is therefore important that students and parents understand that all of Year 9 and Year 10 must be completed in this course for a RoSA credential to be attained. This has implications for accelerating Mathematic students, (who will drop one of their electives in Year 10) if they have Industrial Technology – Engineering/Design and Technology as their third elective, and for students who may not complete their Year 10 here at Inaburra.

Engineering and Design is a practical course with individual and group projects and experimental work. Students explore the purpose of structures and mechanisms with applications in gears, pulleys and levers. Practical experiences involve the manufacture and destruction of structures, aiming to understand the effect of forces on concrete and timber.

The design component of the course may involve the use of the 3D printer, laser cutter and CNC router to bring the students' design concepts to fruition. Students will problem solve and develop their creativity whilst having the freedom to make their own design decisions.

Drawing skills are taught throughout the course including freehand drawing and sketching, pictorial, orthogonal drawing and CAD drawing.

Course Topics	Description
Engineered Structures	Investigation of structures such as bridges, dams, chairs and buildings.
Engineered Mechanisms	Exploration of the function of levers, gears and pulleys.

Why study this subject?

The study of Engineering and Design provides students with a broad knowledge of basic engineering principles whilst they are immersed in practical design experiences. The course develops skills in the use of materials, tools and techniques as well as skills in drawing.

This course is suited to those students who enjoy Science, as well as other practical subjects as it is very hands on and accommodates a variety of learning styles. Students who enjoy learning through active practical work will enjoy this course.

This course will give a good foundation for the senior Engineering Studies and Design and Technology courses. Engineering and Design courses at university are in high demand currently. This combined Year 9/10 course will give a good grounding in Engineering and Design allowing students to make wise decisions at Stage 6 subject selection.

Learning experiences

The majority of the course consists of practical experiences related to theory. Possible practical projects include:

- Tower building and demolition
- Café or interior design

- Bottle rockets
- Jewellery
- Furniture and Homewares
- Lights
- Clocks
- Trebuchets

Students will work both independently and in groups to complete projects including an **Individual Negotiated Project**. A large range of individual projects is available. These may include lights, clocks, jewellery, café design, and furniture and homeware design. Students may use Photoshop, CAD drawing, 3D printers, Laser Cutter, workshops (textiles, timber and metalwork) as well as computer labs to complete this project.

Special note:

A student who does not complete 2 years will not have this course on their RoSA.

Industrial Technology – Timber

What is this subject about?

The Timber Technology course is for all students who enjoy working with their hands. Elective Timber Technology will provide students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

Some of the practical projects undertaken in this course include small ornate boxes, serving platters and design projects. The final task is a furniture project. Students choose from a selection of designs, which they modify to suit their various needs and styles. Some of the skills students will develop include using handheld and portable power tools, learning how to measure, prepare and join timber, draw (in both free hand and on the computer using CAD software), reading and interpreting plans and instructions, researching, designing and evaluating.

Why study this subject?

This hands-on, practical based course is one that will allow both male and female students to be creative in the design and manufacture of timber products. Students study this course to gain valuable skills in reading and interpreting plans, using cutting lists, following instructions, designing products and developing plans for the construction of various items. These skills will benefit students in building, construction, design and manufacturing type industries; as well as making them very handy around the home! Students who have an eye for design and enjoy working with their hands will find this course very satisfying.

Learning experiences

The Timber Technology subject is workshop-based giving a “hands on” experience in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Students will learn by doing. Under the guidance of a teacher, students will use a range of tools to build timber products. Students will also learn about career paths in the timber industry, read and interpret material lists and prepare reports using appropriate software and hardware. Students will learn to develop plans using Computer Aided Drawing software and use creativity in designing and making. Students will be using the Laser Cutter/Engraver to enhance the design work being undertaken with the projects.

No prior timber experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their heightened ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

PASS (Physical Activity and Sports Studies)

What is this subject about?

Physical Activity and Sports Studies (PASS) aims to enhance students' participation in physical activity and sport, for improved quality of life for themselves and others.

The course includes modules selected from each of the following three areas of study:

Foundations of physical activity:

- Body systems an energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical activity and sport in society

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

Enhancing participation and performance

- Promoting active lifestyles
- Coaching
- Enhancing performance strategies and techniques
- Technology, participation and performance
- Event management

Why study this subject?

Students who enjoy participating and organising both sporting events and teams will find areas of interest in this course. Here are some student views of the subject:

"PASS is a great subject for those who are keen and interested in sport and active lifestyles and is a great way to go deeper into content with people who think similarly." *Joel*

"PASS is great because you get to learn about physical activity and how the body functions, and you learn in an enjoyable, interactive environment" *Amber*

"The fitness challenge PBL in PASS was excellent as I was able to set goals, challenge myself and see my fitness improve." *Kaitlyn*

Learning experiences

Throughout the course students will develop skills that improve their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport.
- display management and planning skills to achieve personal and group goals in physical activity and sport.
- perform movement skills with increasing proficiency.
- develop skills through Project Based Learning activities; including the Individual Fitness Challenge and creating an engaging community event for junior students.

Music

What is this subject about?

Stage 5 Music offers students experiences in the areas of performance, composition and listening within a range of contexts. Students study one compulsory topic, Australian Music, and other topics that aim to provide depth and breadth of musical study. Music is a *performing art* and the course is *skills based*. Consequently, students are expected to practice regularly and develop their skills on instrument and voice.

All students who select Music in Stage 5 must participate in a core ensemble: Concert Band, Chamber Strings, Senior A Capella Choir or another ensemble catering to their instrument. Singing is the best for ear and aural development, and we encourage all elective music students to participate in Senior A Capella Choir, additional to their core ensemble, regardless of whether they are a vocal major. It is also highly recommended that students take private tuition on their chosen instrument. This can be done at school.

Year 9	Year 10
• Develop performance skills including improvisation • Develop score reading, arranging and composing skills • Develop listening skills through a wide variety of repertoire and singing	• Develop performance skills including improvisation • Develop score reading, arranging and composing skills • Develop listening skills through a wide variety of repertoire and singing • Develop confidence as a solo performer

The course outcomes include:

- ***performing*** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
- ***composing*** as a means of self-expression, musical creation and problem solving.
- ***listening*** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Why study this subject?

Students explore the instrument of their choice while incorporating the study of music history including musical genres, styles and composers. The Music course also enables students to enhance their research and written composition skills. Students will gain experience performing as part of a group and as a soloist, both in class performances, and at regular evening performance nights. They will gain confidence, develop social skills and acquire a strong work ethic from taking part in music classes and ensembles.

Learning experiences

Students use the musical software *Sibelius* to compose their own music. They are expected to practice their instruments regularly and develop their skills to a high level, both as ensemble members and soloists. Excursions are a regular part of musical study in the elective course and aim to inspire and encourage a love and appreciation of music.

Photography and Digital Media (Media)

What is this subject about?

This subject is designed to introduce students to the theory and practice of photography and digital media with particular emphasis on digital video and television production. In addition, the students will study different worldviews from which to view these media, including being introduced to a Christian worldview of media.

Areas of study in each year are listed below:

Year 9	Year 10
● Image Composition & Video editing ● Event poster/promotional design ● Sound production ● Film planning and production	● Motion Graphics ● Live broadcast production ● Film critique ● Year 10 Major Project

Why study this subject?

The media is persuasive in so many forms and an integral part of our lives. It informs, entertains and educates. Students who would like to contemplate an aspect of media as a career have an excellent opportunity to start pursuing this goal in Year 9 at Inaburra.

Learning experiences

Students will examine different areas of the media such as video, sound, graphic design and photography. Students will also analyse the different media using the Visual Arts frameworks. In addition, students will investigate key questions around communication and art. These will be firstly from the perspective of the media producer/artist and secondly from the perspective of the audience/viewer. These media will be investigated from both historical and contemporary perspectives.

The students will learn key competencies such as planning, analysis, creative problem solving, communication, group development and media producing skills in all key areas. Students will also be encouraged to discover the positive and negative values that are represented in the presentation of these media.

Practical tasks involve the use of professional equipment and include digital video production, video editing, digital sound and live studio camera productions. Students explore the values expressed in the media and come to an understanding of, and respect for, the power, influence and impact of it.

Textiles Technology

What is this subject about?

Calvin Klein

peteralexander

What do all the images above have in common? - Fashion and Textiles
Textiles Technology relates to the clothes and fashions we wear, our home interiors and environments, theatre and the arts. Textiles have played a significant role throughout human history in commercial, industrial and personal settings. Students will investigate and compare today's fashions with those of the past. They will delve into the world of costume, explore innovative and creative techniques for textile arts and design. Students will learn about fibres and how to analyse their end use. The elements of design are explored and applied to creative ideas and student projects. The influence that the textile industry has on technology is also investigated.

Textiles Technology offers hands on experience where students design, produce and evaluate textile items. This course encourages students to be creative, productive, organised, responsible and reflective learners. There are many university and TAFE courses that can lead to a wide variety of careers. Examples of career paths include fashion and textile designers, costume designers, interior designers, textile engineers, milliners and footwear designers.

Students will design and create from at least four of the following focus areas: **Apparel, Costume, Furnishings, Non-apparel and Textile Arts.**

Students will follow flexible design briefs to build upon their skills, knowledge and interests.

Why study this subject?

Students who have an interest in the fashion and textile design industry, costume design, the textile arts or interior design will find many areas of enjoyment in this subject. Furthermore, students who love to be creative using textile mediums will have a chance to explore this creativity in an engaging way. This includes students learning to use cutting edge technologies such as a laser cutter and digital printing as they apply to textiles.

Students will:

- develop knowledge and understanding of the properties and performance of textiles, textile design, and the significant role of textiles in society.
- focus on the production of practical projects as a basis for learning about textiles using a design, produce and evaluate process.
- develop skills in the critical selection and creative use of textiles for a broad range of quality applications.

There is an emphasis on the documentation of processes to show the development of project work.

Learning experiences

Practical Tasks – students will work through a number of practical tasks; follow an integrated design and theory approach, in addition to creating and evaluating a range of textile projects. Different cultures, historical studies and other sources are researched for ideas that are then translated into products by the students. Textile projects will give students the opportunity to be creative and independent learners. They will also explore functional and aesthetic aspects of textiles and demonstrate responsibility in decision-making.

Some areas studied include:

- Performance Properties – A broad knowledge is gained of the properties, performance and use of textiles and the colouration, yarns and fibres of textiles are explored. The knowledge gained is used in project creation.
- Illustration Skills – A variety of graphic illustrations are developed in class so that design ideas are creatively communicated using a range of illustration methods.
- Experimentation – Construction skills and fabric decoration methods are experienced, interpreted and selected by the students for their designs. The process is documented in a design folio.
- Textile Consumers – Students will develop an appreciation of the factors affecting them as textile consumers.
- Textile Designers – Students investigate designers and are challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences.

No prior textile experience is required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills in textile technology are given work appropriate to their advanced ability. All ability levels are catered for in this course.

There is no requirement for a household to own a sewing machine when a student undertakes this course. The majority of work is completed in the classroom.

Visual Arts

What is this subject about?

Visual Arts in Years 9 and 10 allows students to express their creativity by investigating a range of expressive forms in order to develop their art making practice and understanding of the art world. Students develop their skills in reading and writing about art as they learn how to describe and analyse artworks.

Year 9	Year 10
● Still Life drawing and canvas painting ● Animal Portraiture - art on paper ● Artist research assignment - development of descriptive and analysing skills in learning how to read and write about art ● Explore Art History and Art Criticism in terms of the Frames, Artist Practice and the Conceptual Framework ● Visual Arts Process Diary that demonstrates the development of students' art making practice.	● Marine Inspired Body of Work ● Portfolio and collection of work – photo media, painting and drawing ● Body of Work *"Art as Activism"* choice of expressive form ● Explore Art History and Art Criticism in terms of the Frames, Artist Practice and the Conceptual Framework ● In class assessment – demonstrate descriptive and analysis skills in writing about art ● Visual Arts Process Diary that demonstrates the development of students' art making practice ● Guerrilla Art collaborate artmaking

Why study this subject?

In terms of resourceful thinking and creative and critical enquiry, students are exposed to a variety of expressive forms that enable them to develop the necessary technical skills and conceptual skills to make artwork. Movement throughout the Stage 5 course enables students to develop a greater understanding and awareness of their world, the art world and the confident risk taking involved in the development of their own art making practice that demonstrates success in their learning.

Learning experiences

Visual Arts students explore the many varied artistic disciplines and expressive forms through learning opportunities based on a flexible content structure consisting of:

- Practice: art making, art criticism and art history
- Conceptual framework: artist, artwork, world, audience
- The Frames: subjective, cultural, structural and post-modern

These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills.

What next

Return to Page 3 of this booklet and re-read the information on choosing elective subjects.

Should you have questions that are not addressed in the videos or this booklet, they can be directed to one of the subject experts listed below. Please note that the normal reply time that Inaburra School teachers aim to achieve may be affected if a large number of enquiries is received. Teachers will respond before subject selection opens.

Subject	Contact teacher for information specific to Year 9 2023 subject selection
Chinese	Jane Zhang zhangy@inaburra.nsw.edu.au
Information and software technology – Computing	Rachel Jones jonesr@inaburra.nsw.edu.au
Commerce	Ken Low* lowk@inaburra.nsw.edu.au
Dance	Kylie Croucher croucherk@inaburra.nsw.edu.au
Drama	Abi Jones jonesa@inaburra.nsw.edu.au
Food technology	Tracey Black* blackt@inaburra.nsw.edu.au Sue Gaskell gaskells@inaburra.nsw.edu.au
Geography elective	Tim Lukins lukinst@inaburra.nsw.edu.au
History elective	Andrew Durston* durstona@inaburra.nsw.edu.au
Industrial technology – Automotive	Stephen Francesconi francesconis@inaburra.nsw.edu.au
Industrial technology – Engineering/Design and technology	*Engineering* Colin Hackfath hackfathc@inaburra.nsw.edu.au Stephen Black blacks@inaburra.nsw.edu.au *Design and technology* Glenn Snowball* snowballg@inaburra.nsw.edu.au
Industrial technology – Timber	Colin Hackfath hackfathc@inaburra.nsw.edu.au Stephen Black blacks@inaburra.nsw.edu.au
Indonesian	Sarah Hansen handsens@inaburra.nsw.edu.au
Photography and digital media	Glenn Snowball* snowballg@inaburra.nsw.edu.au
Music	Jennifer Geering* geeringj@inaburra.nsw.edu.au Daniel Sing singd@inaburra.nsw.edu.au Emily Gibara gibarae@inaburra.nsw.edu.au
PASS	Simon Wadds* waddss@inaburra.nsw.edu.au
Textiles technology	Brigette Dawson dawsonb@inaburra.nsw.edu.au Narelle Sanchez sanchezn@inaburra.nsw.edu.au Machaela Smith smithm@inaburra.nsw.edu.au
Visual arts	Donna Goodwin* goodwinD@inaburra.nsw.edu.au

*This teacher is also the Learning Leader for this faculty.

Additional contacts

Year Advisors	Sue Gaskell Gaskells@inaburra.nsw.edu.au Stephen Francesconi francesconis@inaburra.nsw.edu.au
Director of Curriculum	Danielle Karis karisd@inaburra.nsw.edu.au

Student Record of Selections

STUDENT NAME:	Home Group:

- This form is for your own records and should be kept in a safe place.

To access the Subject Selection Video page go to: https://www.inaburra.nsw.edu.au/year-9-subject-selection/

Please number 1 to 6 in order of priority (1 is the highest priority choice)

NOTE: students will only receive TWO Industrial Technology subjects out of the three on offer.

	Chinese (Mandarin)
	Commerce
	Computing (Information Software and Technology)
	Dance
	Drama
	Food Technology
	Geography Elective
	History Elective
	Indonesian
	Industrial Technology - Automotive
	Industrial Technology - Engineering and Design
	Industrial Technology - Timber
	Music
	PASS (Sports Studies)
	Photography and Digital Media
	Textiles Technology
	Visual Arts

The due date for online subject selection forms to be completed is: **Thursday 23 June 2022**

Inaburra exists to be a
Christ-centred learning community
pursuing excellence in education
with every individual known and loved.

www.inaburra.nsw.edu.au/year-9-subject-selection

YEAR 9 2023 Subject Selection Webpage

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