

Year 9 2024

High expectations and opportunities for all to thrive

SUBJECT SELECTION

INTRODUCTION	SCHOOL COMMUNITY: FACULTY LEADERS	SCHOOL COMMUNITY: YEAR ADVISERS	SCHOOL FEES
CURRICULUM AND COURSE SELECTION	SUBJECTS AND COURSE KEY	SCHOOL LEAVING AGE	SUBJECT REQUIREMENTS

FACULTY KEY:

ENGLISH AND DRAMA	SCIENCE AND AGRICULTURE	HSIE	PD/H/PE
TAS	MATHEMATICS	CAPA	

MANDATORY COURSES

ENGLISH	MATHEMATICS	GEOGRAPHY
HISTORY	PDHPE	SCIENCE

ELECTIVE COURSES

MUSIC	PHOTOGRAPHY AND DIGITAL MEDIA	VISUAL ART AND DESIGN	DRAMA
COMMERCE	FRENCH	HISTORY MYSTERIES & OTHER CONSPIRACIES <small>(HISTORY ELECTIVE)</small>	JAPANESE
TRAVEL & TOURISM <small>(GEOGRAPHY ELECTIVE)</small>	DANCE	PASS FOOTBALL	PASS
AGRICULTURE	CRITICAL THINKING *	CHILD STUDIES	FOOD TECHNOLOGY
IT ENGINEERING	IT: TIMBER / METAL	TEXTILES	

REFERENCE GUIDE

* See subject page for further information.

INTRODUCTION

It is with great pleasure that I welcome students and their families to Mount View High School for the commencement of their Stage 5 learning.

We trust that the following pages provide you with sufficient information to support your child in making decisions about their educational pathway in Year 9.

In 2024 we will have approximately 950 students and 110 staff, both teaching and administrative/support staff. Together with the many educational, wellbeing, social and extra-curricular programs on offer, our school is always a busy and exciting place to be.

There are many changes that are being effected at the school aimed at ensuring the best possible educational outcomes for our students.

Our 3 year strategic plan has identified three strategic directions:

1. Positive wellbeing.
2. Personalised and responsive student learning.
3. Organisational effectiveness and quality professional practice.

Our purpose in committing to these strategic directions was to:

- Create positive resilient learners in a supportive school community who will be substantively engaged in learning. By 'feeling good' students are able to 'do good'.
- Insure that teacher professional learning underpins the creation of a culture which is personalised and responsive to student learning needs.
- Develop resources that are strategically used to achieve improved student outcomes and allow high quality service delivery.
- Develop administrative systems, structures and processes that support collaborative quality learning and professional effectiveness for all members of our school community.

Please read the information provided in this booklet with careful attention to the expectations when making choices about subject selection. Other pathways and options are available and they may better suit the needs of some students.

As students make choices about subjects they need to be realistic. Students should be looking at subjects that they genuinely have an interest in and at which they are able to succeed. Subject/Course decisions are very important and need to be made wisely.

Our school is committed to providing the best educational experience for your student/s. I encourage you to contact us if you have any queries. Ensuring that your child has access to the highest quality educational outcomes possible and that their years of schooling at Mount View High School are happy, enriching and successful can be best achieved by developing a strong partnership between school and home.

Shane Hookway
Principal



Shane Hookway
Principal



Nicole Crowe
Deputy Principal
Years 8 & 10, 2024



Scott Hamilton
Deputy Principal
Years 9 & 11, 2024



Deborah Taylor
Deputy Principal
Years 7 & 12, 2024

SCHOOL COMMUNITY



Rebecca Bartlett
Head Teacher English
(Relieving)



Lauren Clydsdale
Head Teacher HSIE



Andrew Newman
Head Teacher TAS
(Relieving)



Tatum Robards
Head Teacher Administration



Ben McCartney
Head Teacher Mathematics



Elizabeth Alder
Head Teacher CAPA



Jodie Scheffler
Head Teacher Wellbeing
Years 8/10/12



Steve Quigley
Head Teacher Support

Faculty Leaders – 2024



Natalie Death
Head Teacher Science



Lyndal Burke
Head Teacher PD/H/PE



Ben Dibben
Head Teacher Wellbeing
Years 7/9/11



Matthew Marselos
Head Teacher Teaching & Learning
(Relieving)

SCHOOL COMMUNITY

Student Year Advisers - 2024



Sam Harwood
Year 7, 2024



Marie Payne
Year 8, 2024



Linda Freeman
Year 9, 2024



Alecia Killeen
Year 10, 2024



Linsey Springbett
Year 11, 2024



Sarah Bendall
Year 12, 2024

Futures Adviser



Rebecca Knipe

Senior Study Tutor



Jess Schafer

SCHOOL FEES

As is the case in most schools, financial support is requested from parents to ensure that the highest quality resources are available to all students. Generally, this includes a service contribution and a subject specific fee. Information about the service contribution will be provided separately and at a later date.

Many of the subjects listed in this selection handbook require the provision of additional resources to ensure that delivery of the subject is relevant and highly engaging to students. Where needed, a fee is imposed for some subjects to ensure the purchase of additional resources for student use. These fees are kept as low as possible, and are heavily subsidised by school funds, but there is an expectation that students selecting a fee-paying course will meet the financial cost of the course.

Parents or guardians who experience financial hardship in meeting subject fees may apply for assistance from the general school funds or from the Student Assistance Scheme funds provided to the school. Applications are confidential and can be collected from the Administration office. Alternatively, you may contact the Principal or a Head Teacher Wellbeing if you wish to discuss any difficulties, including possible exemptions, support or payment instalment options.

We thank you for your assistance in this matter.

YEAR 9 CURRICULUM AND COURSE SELECTION INSTRUCTIONS

Students in Year 9 have **compulsory subjects**. These are: English, Geography, History, Mathematics, PDHPE and Science. Classes in some of these subjects are graded. Grading and class placement is reviewed at the end of each semester on the basis of student performance.

Students study TWO elective courses for the whole of Year 9. For some of our students these TWO elective courses will follow through into Year 10. This is represented visually below.

9	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)	Wellbeing (2 PPC)	Sport (4 PPC)
10	English (9 PPC)	Mathematics (9 PPC)	Science (9 PPC)	PDHPE (4 PPC)	History / Geography (7 PPC)	X Elective (8 PPC)	Y Elective (8 PPC)	Wellbeing (2 PPC)	Sport (4 PPC)

Students will be required to reselect electives in Year 10. An introduction to **Early Stage 6 (HSC) courses with Hospitality** will be offered along with other courses that may take the place of courses studied in Year 9. Students should pay careful attention to Pre/Co-requisites, as some courses allow students to study in the same area more than once, others do not.

It is school policy that changes to subjects may not be possible after the course has commenced and then only in exceptional circumstances (hence, students should choose wisely).

Please discuss your child's elective choices with them and encourage them to choose subjects that they enjoy. Students rarely do well in subjects they do not really like or may have chosen for the wrong reasons e.g. their friends have chosen it.

SUBJECTS AND COURSE KEY

KEY	
Board endorsed:	A course developed by the school and accredited towards a School Certificate by NESA.
BOS Developed:	A course developed by NESA.
Equipment Required:	Special requirements in addition to normal writing materials and equipment.
Estimated Costs:	The cost of offering the course to each student. These costs are in addition to printing, textbooks and incidental costs which are covered by each student's general services.
Periods/Cycle:	Number of lessons held each two week cycle.
Pre/Co-Requisites:	These are the courses that must be done before or with this course.
School Developed:	Junior (7-10) Courses that students choose in addition to NESA developed courses. These courses are included in school reports and certificates of attainment.
VET:	Vocational Education and Training.

SCHOOL LEAVING AGE

The school leaving age for all students is 17 years. For most of our students this means they will remain at school and study for the Higher School Certificate. It is expected that students attend school and complete studies until this age. Exceptions to this expectation is for a student to be either enrolled in a TAFE course, have paid work of at least 25 hours a week, have an apprenticeship or a combination of these.

Record of School Achievement (RoSA)

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW;
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA; Complied with all requirements imposed by the Minister or NESA; and
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A credential for school leavers

While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.

- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory curriculum requirements

The RoSA requires mandatory completion of a number of subjects.

- Apply yourself with diligence and sustained effort.

School attendance

- NESAs do not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

A principal with appropriate delegation by NESAs may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA. The principal is required to notify NESAs of any such redemption and eligibility for the RoSA.

What education requires?

With the knowledge explosion of the Information Age, with the consideration that many of the jobs of the future which our students will enter do not presently exist, with the prospect that each working person can expect to change jobs two to three times in their working life, education must equip students intellectually, physically, socially and spiritually to:

- Cope with change
- Have skills, not just knowledge
- Know how to access more knowledge
- Be able to effectively interact with others
- Be able to "step up, step forward, step ahead" and have initiative
- Appreciate aesthetics
- Enjoy "leisure time"
- Productively contribute to society

Will you be a successful student at Mount View High School?

The following characteristics of a successful student will help to cultivate a more positive approach. The successful student:

- Gains rewards from self-set goals
- Is an active learner and has commitment to his/her course of study
- Links his/her subjects/course to future plans
- Accepts responsibility for both successes and failures
- Accepts the challenge to overcome difficulties
- Continually reflects on his or her goals and progress
- Builds sound relationships with peers and teachers

To be a successful student you need to cultivate good study habits eg consider the following hints for more effective study:

- Formulate a homework and study plan
- Keep up to date in your student diary with deadlines for all assessment items
- Keep a balance between school, part time work and leisure
- Regular physical exercise keeps you fit and helps to release tension
- Make a list of things to do and indicate priorities
- Ask for help from teachers, parents, friends
- Choose a comfortable study place

MANDATORY COURSES

ENGLISH

Pre/Co-Requisites: Successfully completed Stage 4 English in Years 7-8

Course Description: English is the study and use of the English language in its various imaginative, factual and critical textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, reflected upon and interpreted. In Year 9 students work towards achieving the Stage 5 syllabus outcomes. This course develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning. Students analyse meaning, perspective, cultural assumptions, ideologies and language of texts as representations of their own and others worlds.

- 9 periods/cycle
- BOS Developed

Usual Candidates: All students in Year 9 do this course

Equipment Required: 200 page lined A4 book

Fees: None

Estimated Additional Materials/Excursions/Other: None

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: English (Relieving Head Teacher: Ms R Bartlett)

MATHEMATICS

Mathematics courses now available for study in Year 9 are focussed around two pathways beyond year 10. There is an Advanced stream and a Standard stream. Further differentiation will occur within those options. The Mathematics Head Teacher will place students into the course which best suits their ability.

MATHEMATICS – WORKING TOWARDS YEAR 10 Advanced

Pre/Co-Requisites: Mastery of the Stage 4 (Year 7/8) Mathematics Course at a high standard.

Course Description: This course includes all the content of stage 5 core strands as well as providing options in each topic. Each topic is studied at a high level and extended to incorporate more difficult and theoretical concepts. Additional content is also covered. The course is designed to prepare students for studying Advanced and Extension Mathematics in senior years. Students completing this course will work at a faster rate and be expected to complete more content than those completing the other stream. The syllabus structure illustrates the important role working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

Placement in this course is determined by student assessment performance and discretion of teaching staff.

- 9 periods/cycle
- NESAs Developed

Usual Candidates: The upper 25% of Year 9 students

Equipment Required: 2x 200 page lined A4 book (students may use a 0.5 grid book if they prefer) and scientific calculator (Casio preferred).

Fees: None

Estimated Additional Materials/Excursions/Other: \$10.00

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: Mathematics (Head Teacher: Mr B McCartney)

MATHEMATICS – WORKING TOWARDS YEAR 10 CORE

Pre/Co-Requisites: Sound mastery of the Stage 4 (Year 7/8) Mathematics course.

Course/BOS Codes: MA

Course Description: The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. Topics covered provide sufficient background for the study of Mathematics Standard 2 in the senior years. Strong emphasis is placed on the practical applications of mathematical concepts. The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

Placement in this course is determined by student assessment performance and discretion of teaching staff.

- 9 periods/cycle
- BOS Developed

Usual Candidates: The lower 75% of Year 9 students

Equipment Required: 2x 200 page lined A4 book (students may use a 0.5 grid book if they prefer) and scientific calculator.

Fees: None

Estimated Additional Materials/Excursions/Other: \$10.00

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: Mathematics (Head Teacher: Mr B McCartney)

GEOGRAPHY

Pre/Co-Requisites: Successfully completed Stage 4 mandatory Geography in Years 7-8

Course Description: Students study mandatory Geography for a semester. The course has two main focus areas:

1. Sustainable Biomes
2. Changing Places

- Semesterised 7 periods/cycle
- BOS Developed

Usual Candidates: All students in Year 9 do this course

Equipment Required: A4 Exercise Book – 128 pages

Fees: None

Estimated Additional Materials/Excursions/Other: To Be Advised

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: HSIE (Head Teacher: Mrs L Clydsdale)

HISTORY

Pre/Co-Requisites: Successfully completed Stage 4 mandatory History in Years 7-8

Course Description: Students study mandatory History for a semester. The course has two main focus areas:

1. The Industrial Revolution
2. World War I & World War II

- Semesterised 7 periods/cycle
- BOS Developed

Usual Candidates: All students in Year 9 do this course

Equipment Required: A4 exercise book – 128 pages

Fees: None

Estimated Additional Materials/Excursions/Other: To Be Advised

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: HSIE (Head Teacher: Mrs L Clydsdale)

PERSONAL DEVELOPMENT/HEALTH/PHYSICAL EDUCATION

Pre/Co-Requisites: Completion of Stage 4 PDHPE

Course Description: The PDHPE Course aims to promote the importance of participation in regular physical activity to enhance their health and wellbeing, as well as providing students with learning experiences that will allow them to apply decision-making processes to real life situations, enabling them to be productive members of their community. Content: Sexual Health, Trampolining, Athletics, Invasion games, Old games/new rules, Adversity/Diversity, Striking games, Conventional games, Drugs and Being online.

- 4 periods/cycle (2 practical, 2 theory)
- BOS Developed

Usual Candidates: Mandatory course for all Year 9 students

Equipment required: 96 page A4 workbook, PE Uniform

Fees: None

Estimated Additional Materials/Excursions/Other: None

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: PDHPE (Head Teacher: Ms L Burke)

SCIENCE

Pre/Co-Requisites: Science Year 7 and 8 and has successfully completed Stage 4, mandatory.

Course Description: Science provides a distinctive view and way of thinking about the world. This Stage 5 course develops the students' scientific understanding, knowledge and skills. Students study broad areas of Science to develop positive values and attitudes as they strive to apply their understanding to everyday situations and develop an appreciation of Science as a human endeavour.

- 9 periods/cycle
- BOS Developed

Usual Candidates: All students in Year 9.

Equipment Required: 128 page A4 Binder book, 48 page Exercise Book, 20 sleeve A4 display folder, enclosed leather shoes.

Fees: \$15 per student

Assessment: As per the assessment schedule issued at the commencement of Year 9

Faculty: KLA: Science/Ag (Head Teacher: Mrs N Death)

SUBJECT REQUIREMENTS

Please note that it is a requirement of the Department of Education that all students wear enclosed, leather shoes and some form of hair restraint in all **Technics, Food Laboratories and Textile rooms and enclosed shoes in all Creative Arts and Science subjects.**

Students who choose these subjects will be expected to pay the subject fee. The ability of the school to provide materials, if fees have not been paid, is limited. If a student chooses one of these subjects and is unable to come to an arrangement with the school for help or exemption then they may not have full access to all practical work.

Students will be invoiced each term if subject fees remain unpaid.

ELECTIVE SUBJECTS AVAILABLE IN 2024



MUSIC**SUBJECT FEE: \$20 per year****YEAR 9: Groovin' the View**

This course involves musicology, listening and performance skills within topics studied such as Classic Hits, Stage, Rock and R & B. Students are also able to study an elective topic of their own choice. Music software and technology has been incorporated into this course allowing students to experience and experiment through listening, performing and composing. Students will have the opportunity to perform in a variety of community and school functions as well as event management roles on school performances, including sound, lighting and stage management.



Private tuition is offered at Mount View High School on a number of instruments including guitar, drums, piano and vocals. It is expected that students specialise in an instrument of their choice. Students will have the opportunity to participate in private tuition provided as performance is a major part of their assessment.

Our Learning Exhibition and Performance (LEAP) Centre provides a contemporary learning space which is well equipped to cater for the performance aspect of the elective course. Regular concerts are held in the LEAP Centre to provide performance opportunities for students.



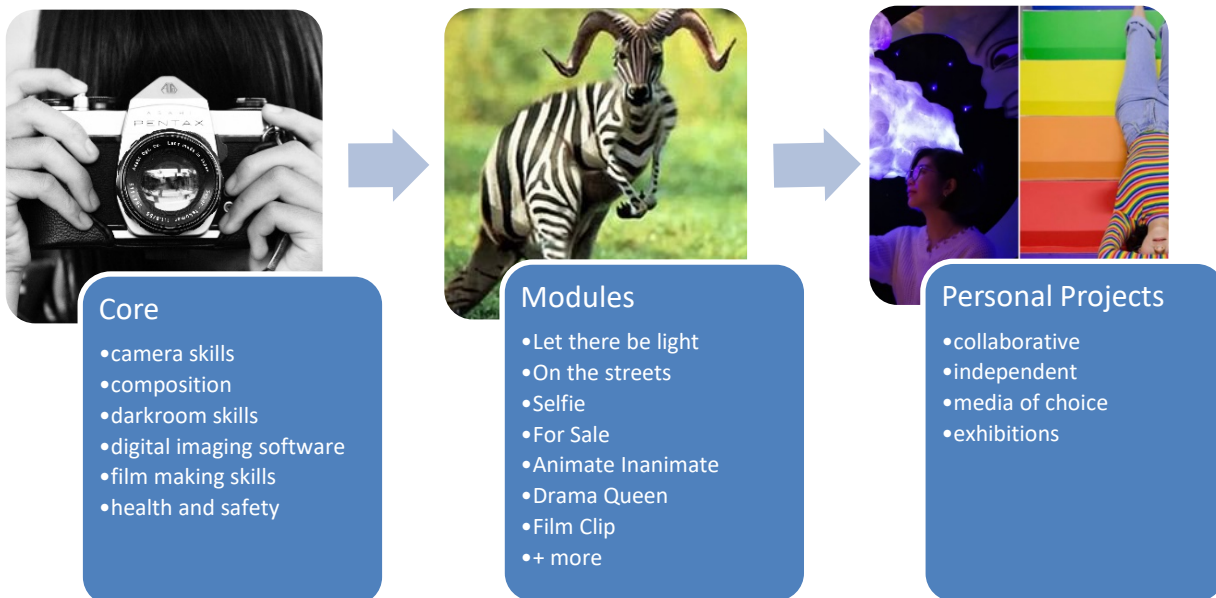
PHOTO and DIGITAL MEDIA (PDM)

SUBJECT FEE: \$50* per year

Studying photography will allow you to expand your skills as you immerse yourself in the subject whilst surrounded by peers with the same passion for imagery. You will gain confidence as a photographer, learn about all aspects of the medium and its pioneers all while building up a support network of like-minded people.

During this course:

- Students will use analogue cameras and processes, digital cameras and software interchangeably throughout the course as they learn the Core skills through several Modules of study.
- Students will investigate both still photography and film making.
- Students will maintain a Journal throughout the course to investigate ideas and create works for Personal projects in their preferred media.
- Photographic and Film based works will be published and exhibited throughout the course.



PDM is full of 'transferable skills'; Decision making, digital understanding, communication, self-confidence, presentation, collaboration, self-analysis, research and marketing skills are all essential elements of a photographer's working practice and are also essential skills for a life outside of photography in the 21st Century.

(*Whilst every effort is made to keep the costs at this price, further expense may be incurred for additional materials such as extra film, photo paper and digital printing)

VISUAL ART AND DESIGN (VAD)

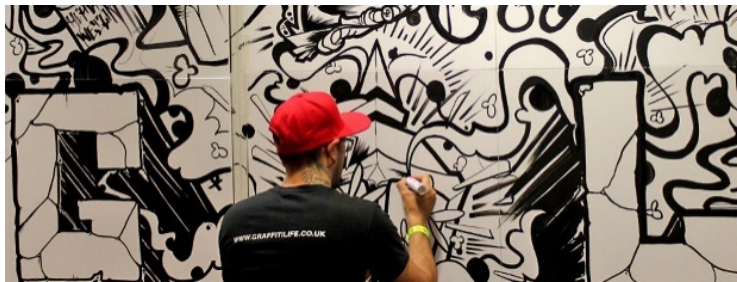
SUBJECT FEE: \$50 per year

Visual Art and Design begins with observation of the real world: recording, analysis and creation of a visual response to the surroundings. Art makes students look at things anew – even mundane ordinary aspects of the world. This course covers elements of the Visual Art and Visual Design syllabi.

There is something magical about smearing pencil and paint across a piece of paper and sculpting form with your hands. Communicating with colour and shape and form awakens the imagination; it opens a door to 'now'. From Traditional art to Contemporary and Street art, this course has it all.

If you love making art, you'll miss it when it's gone. And if you *do* choose to study Art, chances are, it will be your favourite class of the day.

Working as part of a creative team is inspiring and fun. You'll find that your new-found skills will translate to many other parts of your life. You can get really creative once you have an eye for layouts and design.



During this course:

- Students will develop skills in a wide variety of Artmaking practice
- 2D Drawing, Painting, Printmaking, Digital Media, Photography, Street art, Design
- 3D Sculpture, Ceramics, Installation
- 4D Time based work; Animation, Film, Performance/Interactive
- Students will maintain a Visual Art Diary to investigate ideas and create works for Personal projects in their preferred media.
- Students will explore the range and possibility of art from prehistory and into the future through Critical and Historical investigations.
- Artworks will be published and exhibited throughout the course



Art and Design enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis and critical thinking skills. No matter what career you choose, those who can arrange, present and display material in a way that is aesthetically pleasing have an advantage. Those who are multi-skilled are astronomically more useful, well-rounded, employable and capable of excelling in a much wider range of professions.

DRAMA

SUBJECT FEE: Nil



“The future depends on our ability to create and be creative. If we are to continue to meet and defy the challenges of the rapidly evolving future, we must develop creative leaders.”



Drama is an academically and emotionally enriching subject that develops the **key competencies**, and equip an individual for life after school. It builds confidence, self-expression, willingness to explore ideas, working as a group member collaboratively and creatively to solve problems, and fosters empathy through imagination. Drama teaches students that success only comes from concentration, diligence, and hard work while giving them an emotional outlet, and allows you to learn through movement and play. It increases literacy, numeracy, and ICT skills in a fun, safe environment built on respect and trust.

What do we do?

Students will develop their own group devised performances, creating characters, skits and monologues in response to a range of stimulus including; personal stories, music, lyrics, poetry, art works, scripts, stories, newspaper articles, films, television and historical characters and events. Students will research theatre styles, analyse a variety of contemporary plays and also learn about the technical aspects of production such as lighting, costume, make-up, designing sets. They will perform excerpts from plays in small groups and present monologues individually.



Do we get to go on excursions?

Various excursions and workshops will be arranged for all students, such as Dramaworks and HSC ONSTAGE. Average costing ranges from \$5 for in-school; \$20 for Newcastle area and \$30 for Sydney area (larger costs may be subsidised).

Do I have to perform in front of others?

Drama teaches you how to be brave and confident. Opportunities to display and further develop student skills will be offered through performances at annual

Formal Assemblies such as Principal's Assemblies, ANZAC etc.

Will it get me a job?

Studying Drama will give you the skills to be successful in whatever profession you choose to follow in your future.

The Drama student will gain experience in a valuable new pastime which may be pursued in the numerous local amateur theatre companies, which can be found in any large community. There are many opportunities for students to continue their studies in Drama at tertiary level. Drama is offered within the Arts Faculties of universities and colleges. Students may choose to complete a teaching degree majoring in Theatre and Performance Studies. The National Institute of Dramatic Arts (N.I.D.A.) and other such institutions offer further training for post-graduates and specially gifted students of Drama. Careers in the Dramatic Arts exist in many areas, including professional theatre companies, television and film.



COMMERCE

SUBJECT FEE: Nil

(plus cost of compulsory excursions)

Be an active and informed citizen!

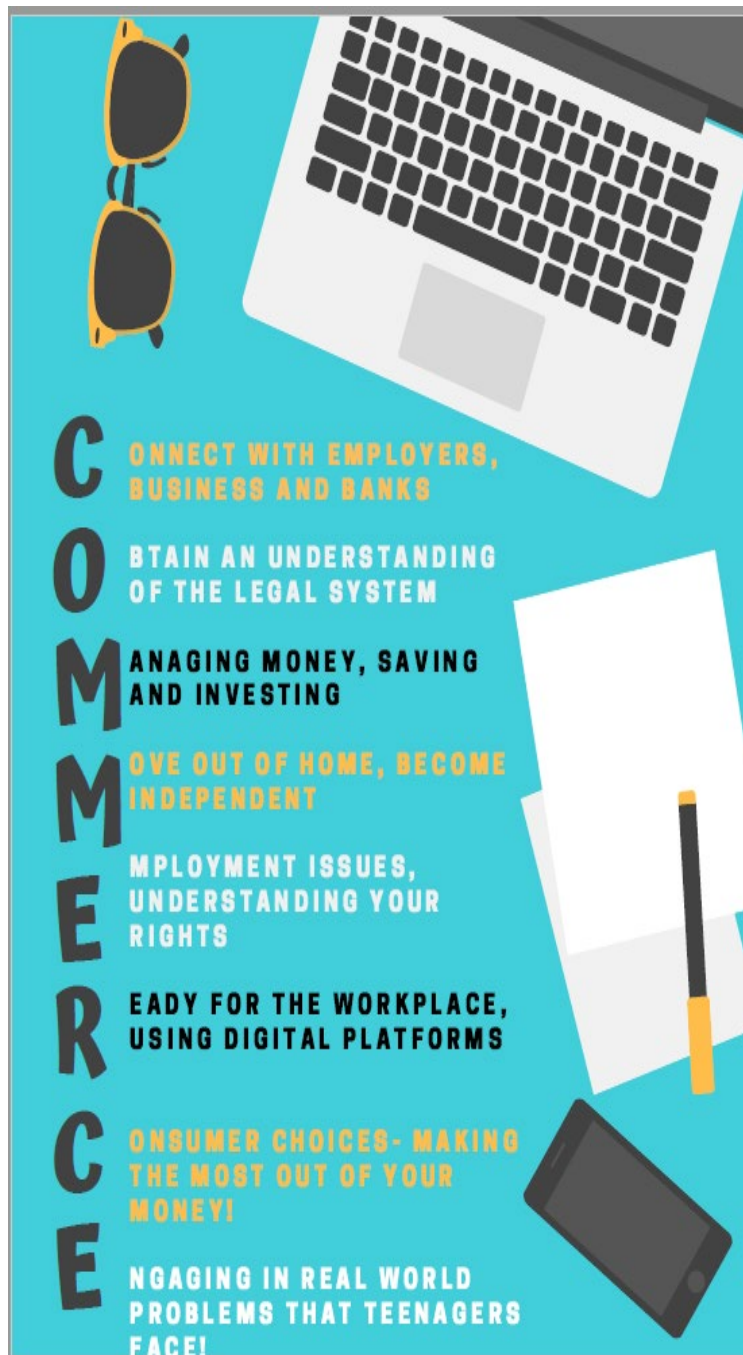
Learn real-world skills to help you make your way independently into the future!

Commerce aims to provide students with the knowledge and understanding of commercial activities for businesses and individuals.

Year 9 Commerce students study two core topics: Consumer Choice and Personal Finance. Along with these core topics, students will engage in options related to the core areas. These options may include Promoting and Selling, Running a Business and Travel.

From these topics, students will develop a base knowledge and understanding of skills, attitudes and values that will enhance them personally and professionally.

Commerce can support the foundational learning of Stage 6 ATAR subjects: Business Studies, Legal Studies and Economics. It provides additional background knowledge for the vocational subjects (TAFE) of Business Services and Retail Studies.



FRENCH

SUBJECT FEE: Nil

Bonjour, Ca Va Tu parles francais?

Course Content:

Students electing to study French in Year 9 and 10 can look forward to learning how to read, write and speak French.

You will learn how to use French in a variety of situations including shopping, travel, at a hospital or visiting a doctor, using the phone, writing letters, ordering food, asking for and Bottom of Form giving information on a range of topics and conducting meaningful conversations.



Technology:

ICT (Information and Communication Technologies) skills are an important component of the elective course. These skills will be developed in a number of ways including:

- using text, sound and images to design presentations
- using word processing skills to produce passages in French
- using software packages to develop listening, speaking and writing skills
- communicating with other students via the internet
- accessing up-to-date information about France and other French speaking countries

Rationale:

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia in places such as New Caledonia, Tahiti and Vanuatu.

French is the official language used in a large number of international organisations including the United Nations, the European Union, the Olympic Games and so on.

Through experience of the French language system and cultural history, students gain valuable perspectives on arts, music, customs and traditions.

Australia has maintained a strong connection with France for more than 200 years. Trade and investment between Australia and France has helped to maintain a solid relationship between our 2 countries. Science, technology, education and cultural exchange are also important.

The study of French provides students with opportunities for continued learning and for future employment, both domestically and internationally in areas such as commerce, tourism, hospitality, international relations, librarianship, the media (television, newspaper or radio)

French is also useful if you are interested in getting more enjoyment out of films, songs and books where French words are sometimes used.

Course Information:

Students wishing to continue their studies after Year 10 can elect to do the 2 Unit Continuers' French course in Years 11 and 12. Students possessing little or no prior knowledge of French at the end of Year 10 can elect to do the 2 Unit Beginners' Course in Years 11 and 12.

HISTORY MYSTERIES AND OTHER CONSPIRACIES (HISTORY ELECTIVE)

SUBJECT FEE: Nil

Humanity has always had a fascination with the past. Imagine the ability to travel through time and gaze upon the pyramids, to see Napoleon march into battle or stand alongside Abraham Lincoln at Gettysburg. History also raises many questions 'what if ... who was responsible? Why did that happen? Did that actually happen?

The History Mysteries elective allows students to investigate the assassinations and conspiracies that have shaped the ancient and modern world. This course is both diverse and interesting for **ANY** student regardless of their ability in History. Some of these mysteries and conspiracies include:

- The murders of Jack the Ripper
- The assassination of President John F Kennedy
- The reign of Pharaoh Tutankhamun
- The September 11 World Trade Centre attacks
- The sinking of the Titanic
- There will be the opportunity to study topics such as Myths and Legends, Crime and Punishment, the Vikings and Terrorism.

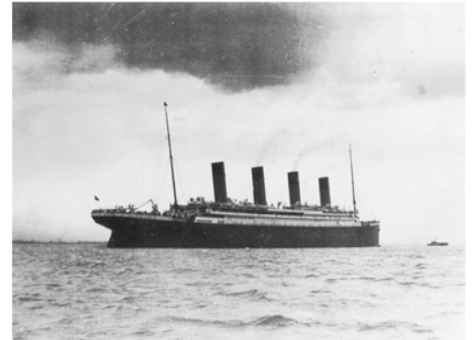
Central themes and key inquiry questions for the elective include:

- Why did the event take place?
- What are the controversial issues that surround the event?
- How did authorities investigate the event at the time?
- How has the event shaped the course of world history?
- Can such an event occur again?

The structure of this elective has been designed to include student-directed and project-based learning activities that provide students with a learning environment that fosters discovery and investigation to the benefit of their future education and employment.

It will encourage students to become critical thinkers and develop a greater understanding of the world in which we live. It has been designed with the interests of young people in mind and focuses on the who, what, when, where, how and why questions of history that have up until this point remained unanswered.

Will you take up the challenge and solve history's greatest mysteries?



JAPANESE

SUBJECT FEE: Nil

Why learn Japanese? There are many reasons why you should.

Students electing to study Japanese in Years 9 and 10 can look forward to learning how to use Japanese in a variety of situations including shopping, travel at a hospital or visiting a doctor, using the phone, writing letters, ordering food, asking for and giving information on a range of topics and conducting meaningful conversations.

Technology:

ICT (Information and Communication Technologies) skills are an important component of the elective course. These skills will be developed in a number of ways including:

- using text, sound and images to design presentations
- using word processing skills to produce Japanese text
- using software packages to develop listening, speaking and writing skills
- communicating with other students via the internet
- accessing up-to-date information about Japan



Rationale:

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies.

Through experience of the Japanese language system and cultural history, students gain valuable perspectives on arts, music, customs, beliefs and the ways of thinking of Japanese people.

Japan is one of Australia's leading trading partners. A knowledge of the difference in cultures, the ways in which Japanese people function and their expectations is an extremely effective tool, particularly in business relationships. Those who are sensitive to their needs are often well rewarded. It is important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

The study of Japanese 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, just to name a few. Have a go and you can open the door to a world of amazing and infinite possibilities!

Course Information:

Students wishing to continue their studies after Year 10 can elect to do the 2 Unit Continuer's Japanese course in Years 11 and 12.

Students possessing a little or no prior knowledge of Japanese at the end of Year 10 can elect to do the 2 Unit Beginners' Course in Year 11 and 12.

TRAVEL AND TOURISM (GEOGRAPHY ELECTIVE)

SUBJECT FEE: Nil

Let me ask you a few questions: Have you ever wanted to go overseas? Have you ever wondered what employment opportunities there are for those who travel? Do you know about the customs and practices of overseas countries?

Well this is the course for you! The HSIE faculty's brand new Travel and Tourism elective will provide you with an understanding of safe travel, what to do and what to look out for when travelling. You will learn about real-world connections and experiences and be provided with the knowledge and skills that will allow you to make future employment decisions. The course structure provides students with a pattern of study that is flexible and collaborative. Students will discover and investigate an array of individual or group projects that are relevant and meaningful. The purpose of which is to provide a learning environment where students self-direct their studies and focus on areas of interest that include travel destinations, considerations for working overseas, safety issues and concerns for travellers.



Benefits to students: This subject will provide students with an insight into life for people that travel or live in overseas countries. The focuses of the course are discovery, investigation and connectivity with real-world experiences, opportunities and professionals. Many people do not understand what life is like in other cultures, the customs and languages or even the food available. This course will help them to broaden their horizons of the diverse, colourful and vibrant cultures that exist beyond our local confines.

Topic 1: Exploring Travel Destinations

Students will investigate the most famous of travel destinations around the world. The focus of which will include: location, climate, terrain, landforms, languages spoken, educational facilities, local beliefs and customs to be observed by visitors, and travel requirements e.g. visa, vaccinations.

Topic 2: Working Overseas

Students will investigate various occupations which are available to young people in countries outside of Australia. For example, working in childcare in England, an Au Pair in France, a camp counsellor in America or a personal trainer/instructor in Canada.

Topic 3: Tourism and Sustainability

Students will be provided with various scenarios which relate to tourism and sustainability. For example:

- The carbon footprint associated with overseas travel.
- The amount of pollution/rubbish associated with climbing Mount Everest
- Plastic pollution associated with packaged shampoos, body wash, soaps etc provided in hotels/motels

Topic 4: The World's Hot Spots

Students will learn about places in the world which are currently encountering conflict. They will work individually or in small groups to research a particular area of conflict, including

- The type of conflict occurring
- The reasons for this conflict
- The effects of this conflict e.g. Travel restrictions, refugees, famine



DANCE

SUBJECT FEE: \$10 per year

Course Rationale:

Dance is an art form that encourages individuals to use nonverbal communication as a form of expression. This course is designed to ensure that dance is accessible to everyone while encouraging the physical, creative and intellectual development of each student. It provides opportunities for students to acquire social and movement skills within a supportive environment. Students will explore dance as a visual and performing art that can be composed performed and appreciated in a number of ways across a variety of genres.

Course Objectives:

Students who undertake this course will be able to:

- express themselves through dance
- understand the 3 elements of dance
- compose, perform and appreciate dance works that communicate meaning
- develop skills and techniques of dance with an understanding of anatomy, physiology and kinesiology
- understand, value and experience a variety of dance styles and genres
- explore specific genres
- demonstrate an understanding of the role that body awareness and safe dance practices has in dance
- develop an understanding of the historical contexts that dance exists in



Course Modules:

The course has three major areas of study:

Performance - the development of dance skill and performance technique

Composition - exploration in creating and structuring of movement to communicate an idea

Appreciation - methods of describing and analysing dance works

Students do not need to have any prior dance experience to partake in this course. Tasks are based around group work where all practical applications and assessments are composed and performed in groups. However, it is a requirement that students are composing and performing during assessments to achieve course outcomes. Students may also have the opportunity to perform at various events such as school productions, Starstruck, Hunter Dance Festival etc. These are not compulsory but may enhance the dance experience.

Follow-on courses:

2 Unit Dance Studies for Stage 6 by Distance Education

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) – FOOTBALL

SUBJECT FEE: Nil
(excluding cost of compulsory excursions)

Course Rationale:

This course is designed to provide opportunities for students to develop the knowledge, skills and understanding of the aspects of the codes of football. Students will be able to examine and explore all aspects of body structure, function and performance and how to apply them within the codes of football. Students will also learn to analyse the theoretical component and that of skill acquisition and development in relation to the codes of football. This course is designed for students who wish to further develop skills and practices obtained from the mandatory PDHPE course. There are no pre-requisites for this course therefore students can complete both Year 9 and 10 or enter the course at the start of Year 10 and complete the relevant modules.



Objectives:

Students who undertake this course will be able to:

- Gain competence in performing a wide range of movement skills relevant to the codes of football
- Understand and apply the science of movement as an application of exercise physiology, biomechanics and sports medicine
- Analyse the factors affecting physical performance
- Gain competence in coaching within the football codes and organising a tournament

Course Content:

The course consists of a theoretical and a practical component.

Theory:

- Biomechanics
- Body Systems
- Everything Rugby
- Sports Injuries

Practical:

- Touch Football/Oz Tag
- Rugby League
- Rugby Union
- NFL

Assessment

Assessment is 40% Theory and 60% Practical. Both formal and informal assessments will occur throughout Year 9 and Year 10. Grades A – E will be awarded to students who satisfactorily complete all course requirements. Assessments will include:

- Unit Tests
- Research Assignments
- Implementation of fitness program and evaluation of practical skills

Follow-on Year 11 & Year 12:

2 Unit Personal Development, Health and Physical Education (Board Endorsed Course)

2 Unit Sport, Lifestyle and Recreation (Content Endorsed Course)

VET Sports Coaching

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

SUBJECT FEE: Nil

(additional costs may be incurred may be incurred for camps, pool hire, bus hire, equipment/court hire/excursions as below)



Course Rationale:

This course is targeted towards students who enjoy the current PDHPE syllabus and want to extend their knowledge, skills and understanding of what it means to lead a healthy and active lifestyle. This is predominantly a practical based subject that explores sports and activities that are not covered in the 7-10 PDHPE curriculum. Students will be able to examine and explore all aspects of body structure, function, performance, and analyse the relationship between this theoretical component and that of skill acquisition and development.

Opportunities include:

- Outdoor adventure camps and Australian Institute of Sport (AIS) field trip
- PCYC activities (skate park/scooter, rock climbing), interschool multi-sport tournaments, coaching opportunities with primary schools and Year 7 and 8 swim school junior instructors.

Course Objectives:

Students who undertake this course will be able to:

- Gain competence in performing a wide range of movement skills
- Understand and apply the science of movement as an application of exercise physiology, biomechanics and sports medicine
- Analyse the factors affecting physical performance
- Gain competence on coaching within multiple sporting codes and organising a tournament

Course Content: The course consists of a practical and a theoretical component.

Theory:

- Body Systems
- Sports Injuries
- Sports Coaching
- Lifestyle and Recreation

Practical:

- Racquet Sports
- Spikeball
- Outdoor Recreational Activities
- Ultimate Frisbee
- Emerging Sports/Traditional

Assessment:

Assessment is 60% Practical and 40% Theory. Both formal and informal assessment will occur throughout the year. A Grade A - E will be awarded to students who satisfactorily complete all course requirements.

Assessment will include:

- Unit Tests
- Research Assignments
- Evaluation of Practical skills and Coaching Diary / Log
- Camp Planning Log / Diary

Follow-on Year 11 & Year 12:

- 2 Unit Personal Development, Health and Physical Education (Board Developed Course)
- 2 Unit Sport, Lifestyle and Recreation (Content Endorsed Course)
- 1 Unit Sport, Lifestyle and Recreation (Content Endorsed Course)
- 2 Unit Community and Family Studies (Board Developed Course)
- 2 Unit Sports Coaching (VET)

AGRICULTURE

SUBJECT FEE: \$35

Agriculture students in Year 9 are involved in a variety of practical and theoretical activities related to food and fibre production.

The course has been tailored to accommodate the different interests of a range of students attracted to in a career in Agriculture.

This is considered a 100-hour course, however there is the opportunity to select agriculture (continuers) again in Year 10 to complete the 200-hour requirements.

Year 9 Agriculture focuses on delivering content in a practical manner, however, some lessons will incorporate written activities, discussions and record keeping. All students are expected to fully engage in both theory and practical activities as well as attend excursions, which will give insight into commercial production of agricultural enterprises. Within the above areas of study, mathematics, science, literacy and problem solving are taught using agricultural examples.

Year 9 Agriculture topics covered:

- Induction to Agriculture
- Cattle Production
- Aquaculture (yabbies)
- Hydroponic Production
- Intensive Nursery Production
- Ag Machinery and Technology

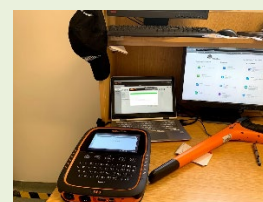
Introduction to Agriculture

Short unit on basic farm safety and practical skills that allows the students to learn about where different tools and equipment are and how to use them safely in lessons.



Cattle Production

Beef and dairy enterprises with a focus on handling skills and technology used in industry. Students will learn to muster cattle and move them through stockyards, while collecting data.



Aquaculture (yabbies)

Students will learn about the aquaculture industry in Australia and work together to breed, grow and market their own yabby stock in the school intensive aquaculture system.



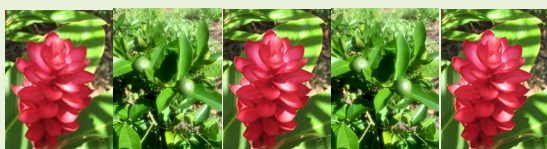
Hydroponic Production

Students will work together to set up and maintain a hydroponic system with continuous turnover of produce, including vegetables such as lettuce and silverbeet.



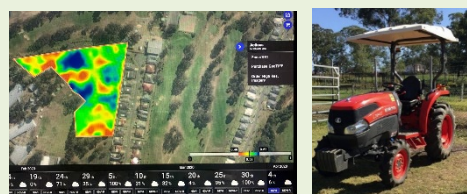
Intensive Nursery Production

This unit gives students the chance to look further into an industry that interests them by participating in a major project to design, grow and harvest a plant product of their choice in nursery production.



Ag Machinery and Technology

This is the final unit for the year and brings together a range of industry technology in small hands-on projects and practical activities. Students will also begin the fundamental safety and driving skills required when using the school tractor.



CRITICAL THINKING

SUBJECT FEE: \$15 per year

This course provides students with the skills, tools and opportunities to improve their problem-solving skills and higher-order thinking skills. Students will conduct project work that provides opportunities to think critically, build creatively, write for an audience, and manage time and effort.

* This course is NOT a NESA developed or endorsed course. It is a NSW Department of Education approved elective course. As such, students and parents/carers should understand that this course will not be listed on a student's Record of School Achievement (RoSA).

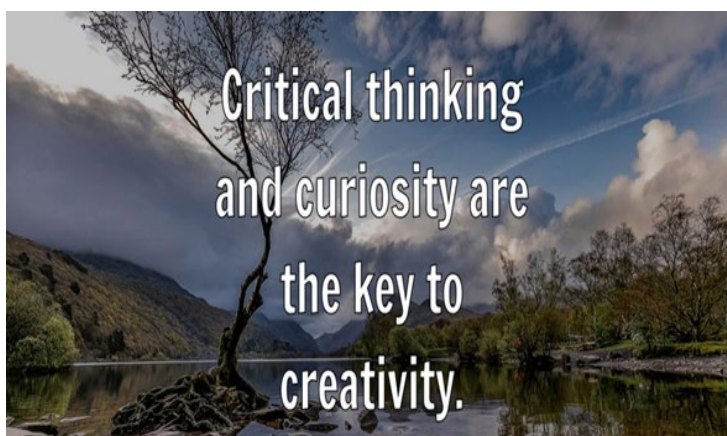
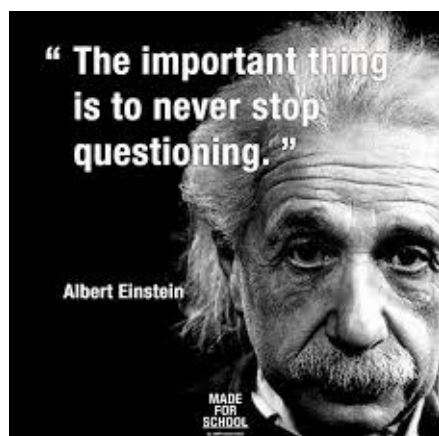


Students will develop skills in information technologies, applied mathematics, design, problem solving and literacy; all skills that are valued in successful Year 11 and 12 students.

Students would participate in theoretical and practical activities as well as attend excursions and workshops that will give real world applications to many of the concepts covered in this course.

This course is structured as a 100-hour course consisting of **two core topics** and **1-2 options** that can be decided upon by the students and their teacher:

Core 1 - Critical thinking in action	Options
What is critical thinking?	Recreating the human mind: the future of AI
Barriers to critical thinking	Conspiracy theories
Logical fallacies	Strategies and innovations in sports
Core 2 - Research skills to support the critical mind	Advertising: Have they got your attention?
A critical thinking portfolio	Solving problems of today and the future
Developing research skills	Blind justice: jury duty
A depth study: Dealing with misinformation	MVHS developed option



CHILD STUDIES

SUBJECT FEE: \$40 per year

Child Studies is an in-depth look at children from birth to school. It has been developed as a practical study of child development and care, for students who want to develop effective parenting skills in later life, to extend an interest in child care or to widen their vocational opportunities.

Students will undertake many practical activities, observations and visits by community members. Students will be able to participate in 'The Baby Think it Over' program using the 'Real Core' baby.

Key components of the course include:

- reproduction, pregnancy and birth
- the new baby
- feeding and clothing
- growth and development
- preschool and school aged children
- child care practices
- growing and learning through play
- caring for older children

Child Studies establishes links for students to various job opportunities in the future. These may include areas such as community education, early childhood education, nanny and childcare assistance and preschool teacher's aide. For details and more information please see the Technology and Applied Studies Department.



FOOD TECHNOLOGY

SUBJECT FEE: \$80 per year

**(to cover costs of the ingredients purchased for use by students in practical lessons.
Additional details are available from the Technology and Applied Studies staff)**

Food Technology looks at issues that are basic to the preparation, production and consumption of safe, healthy food.

The course is a practical course, designed to provide students with the opportunity to investigate food related issues in a range of situations.

Students will develop skills, knowledge and attitudes about:

- Food in Australia
- Food Selection and Health
- Food Service and Catering
- Food Trends

Career opportunities – the possibilities are varied and include areas such as dietician, nurse, food stylist, food demonstrator, pastry cook, diet supervisor, cook/chef, food and beverage catering manager, to mention a few.



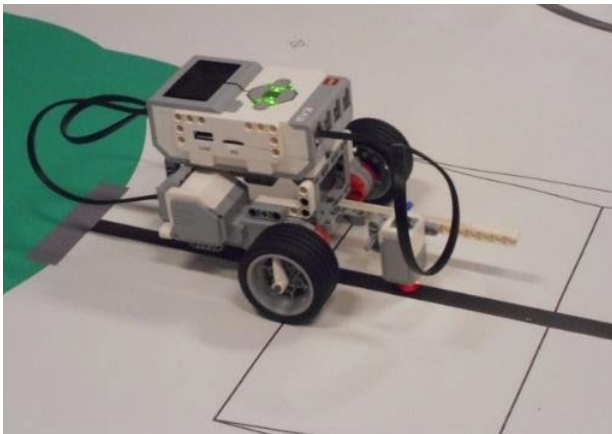
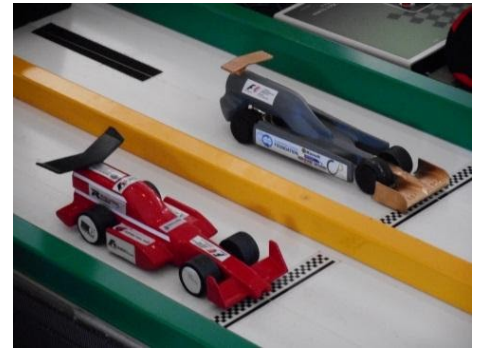
INDUSTRIAL TECHNOLOGY - ENGINEERING

SUBJECT FEE: \$30 per year

The importance of Science, Technology, Engineering and Mathematics knowledge to Australia's future workforce is indisputable. International research indicates that 75 per cent of the fastest growing occupations require engineering skills and knowledge. Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The engineering course utilises these knowledge pillars in their application to Skills, Technology, Engineering and Mechanics. The main purpose of this NSW Educational Standards Authority (NESA) endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.



Students studying engineering in Year 9 will be challenged with a range of practical projects covering Engineering Fundamentals, aerodynamics, F1 in Schools, robotics, engineering CAD/CAM and motion technologies. Year 10 students will be utilizing higher order thinking skills with advanced Motion Technology in aircraft, Mechatronics devices, solar cars, drones and inventions based around design for Space, statistics, biotechnology and coding. The year 10 course provides students with basic skills and knowledge with physics, engineering studies and industrial technology to improve their results in the senior years.



INDUSTRIAL TECHNOLOGY (Workshop based courses in Industrial Arts)

SUBJECT FEE: Metal Technology \$60 per year
 Timber Technology \$80 per year

During Years 7 and 8 students have had the opportunity to gain a basic level of skill in a number of different technologies. In Years 9 and 10 students have the opportunity to specialise in those areas which they find of most interest.

1. METAL TECHNOLOGY

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Includes skills such as metal fabrication, welding, fitting and machining.



2. TIMBER TECHNOLOGY

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities which includes the study of general cabinet work and wood machining at various levels and a study of the general timber industry.



There is a number of Department of Education safety regulations covering students doing an Industrial Technology subject and these are:

- a. all students must wear acceptable footwear with solid leather uppers
- b. students with long hair must wear a hair net or cap when working near machines
- c. aprons are required to be worn at all times

Students who are not prepared to abide by these regulations should not elect industrial technology as a subject.

TEXTILES TECHNOLOGY

SUBJECT FEE: \$60 per year

Textiles Technology allows students to examine all aspects of the textiles industry, from the cultural use of textiles, the manufacturing, colouration and decoration of fabrics and the study of modern textile designers.



The course also allows students to develop confidence and proficiency in the design, production and evaluation of textile items. Project work forms the basis of every unit of work, which includes a textile item and design documentation. The projects are developed around five focus areas:

- apparel – this includes clothing and accessories such as shoes, hats, jewellery and belts etc.
- non-apparel – this includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags etc.
- furnishings – this includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, bean bags.
- costume – this includes theatre costumes, masks, headdresses, folk and traditional costumes, fancy dress and dance costumes.
- textile arts – this includes working with various fibres and creating fabric from water-soluble stabilisers. Students can make wearable art, and will use a variety of embroidery techniques (traditional and non-traditional).

Career Opportunities include fashion designers, fibre artists, textile artists, interior designers, costume designers as well as being a leisure time interest to pursue in the future.

The subject fee can be paid on a term by term basis and this will include basic requirements that students will need. Students will need to purchase their own fabrics, patterns and notions for various project works. Additional information regarding this course can be obtained from the Technology and Applied Studies Staff.



REFERENCE GUIDE

Address: 106 Mount View Road, Cessnock NSW 2325

Telephone number 02 4990 2566

Email mountview-h.school@det.nsw.edu.au

Facebook MountViewHighSchoolCessnock

Website mountview-h.schools.nsw.gov.au

Office Hours: 8.00am – 3.30pm (Mon to Fri)

School Times: 8.40am – 3.00pm (Mon, Wed, Thur, Fri)

8.40am – 2.30pm (Tues)

P & C Association meets the 2nd Wednesday of each month at 6.30pm in the Library.

School Newsletter – *'The View'* is uploaded to our school website <https://mountview-h.schools.nsw.gov.au> at the end of Week 5 and Week 10 each term. A message will be posted on the school Facebook site advising when *'The View'* is available and an email link sent to parent emails.