



Merewether High School

Curriculum Handbook

Stage 4

Year 8 - 2022

Curriculum Handbook Stage 4

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Merewether High School

Stage 4 Curriculum

Introduction Stage 4

Mandatory requirements are listed within this handbook and teachers will counsel students with regards their available subject electives for their Year 8 curriculum. The school strongly encourages parents/guardians to take an active part in helping their daughter/son in monitoring outcomes of each course of study.

The Stage 4 curriculum enables students to:

- choose their course of study according to their interests and abilities
- know the course outcomes and assessment criteria of their courses
- gain regular feedback on their progress through a formal report each semester
- work independently and/or cooperatively to achieve the set outcomes
- access the HSC experience in a course of study as an “accelerated student”.

All courses offered by this school are listed in this booklet with an outline of content and course requirements. Initial elective course selection is important as the curriculum pattern is established based on such choices. Parents and students are advised to carefully read and discuss all the information provided.

After this booklet is distributed, students should also take the opportunity to discuss choices individually with their Teachers, Head Teachers and Year Advisers.

Students will be emailed to their school email address, a web link and personalised code to enter their subject choices online. (A sample of the online student input form is included at the end of this booklet). ***Once submitted, students will be required to print a copy of their completed selection form, have it signed by a parent or carer and return this copy to the white box outside the Head Teacher Admin office by Friday 6 August 2021.*** From these choices a line pattern will be determined that accommodates the greatest number of students.

Some students may not be able to obtain their original choice of elective courses because:

- a) the courses that they have chosen are incompatible with the line pattern determined by the majority of students
- b) the courses they have chosen have insufficient student interest and therefore have to be removed from the courses available.

It cannot be assumed that all courses listed in this prospectus will run in the year 2022.

Should you have any questions about the information in this booklet, you are welcome to contact the school.

Courses of Study

Each course of work has a title, description and a set of outcomes which will be assessed during the semester. Students and parents will receive a report every semester indicating student progress.

- students need to take responsibility for their own learning
- students have the opportunity to elect courses of study according to their interests and abilities
- students have a right to experience success throughout schooling
- student learning is enhanced with regular constructive/formative feedback
- students learn best when they are in a partnership with their parents/caregivers and teachers
- students are provided with the opportunity to develop independent and cooperative learning skills
- students enjoy learning

Stages

NSW Educational Standards Authority (NESA) has organised its syllabuses for both primary and secondary schools in stages of learning. Stage 4 is generally associated with a level of learning for Years 7 and 8, Stage 5 for Years 9 and 10, and Stage 6 for Years 11 and 12.

It is expected that each student will progress through these stages but at a rate of learning according to ability, achievement and interests. Obviously, whatever a student's interest or ability, a specific foundation of learning is required before progression is permitted.

Progress of Students

Student's progress will be measured against the Areas of Learning (AOL) listed in each course they study. Courses will be accredited to students only if these AOL are achieved. Students will reach these AOL at different standards.

If the school deems a student has not satisfied the course requirements, then the course will not be accredited.

Record of School Achievement - RoSA

Students leaving secondary school prior to the completion of a HSC will receive a RoSA. This credential, details students' achievements in all courses of study completed at the time of exit. If students progress to the successful completion of a HSC, they will receive the HSC credential and a transcript outlining their successful course completion throughout secondary school.

The RoSA will also include evidence of extracurricular programs such as volunteering and school representation. Further information about the RoSA will be discussed in Stage 5, alternatively please visit the NESA website.

YEAR 8 COURSE FEES

Course Fees		Electives	
English	\$10.00	Commerce	\$5.00
Geography	\$5.00	Community and Family Studies	\$5.00
History	\$5.00	Design and Technology	\$55.00
Japanese	\$10.00	Drama	\$20.00
Mathematics	\$10.00	Engineering Technology	\$40.00
Music	\$15.00	Food Technology	\$70.00
PDHPE	\$10.00	Oceanography	\$5.00
Science	\$20.00	History	\$5.00
Sport (Term 1 only)	\$50.00	Music Performance	\$10.00
Technology	\$110.00	Sport Studies	\$10.00
Visual Arts	\$50.00	PASS – Football	\$10.00
Welfare	\$10.00	Textile Technology	\$35.00
		Visual Arts 1 – Cartooning & Animation	\$30.00
Mandatory Online Access			
Hot Maths (Mathematics Program)	\$13.00	Mandatory Competitions	
SKWIRK (Access to curriculum resources)	\$5.00	Australian Mathematics Competition	\$6.50
Optional Competitions		ICAS Science	TBA
Australian Geography Competition	\$4.00	Mandatory Excursions	
ICAS Digital Technologies	TBA	Geography	TBA
ICAS English	TBA	Oceanography	TBA
ICAS Mathematics	TBA	Commerce	TBA
ICAS Writing	TBA	Astrodome (Science)	TBA
		Medieval Day (History)	TBA

* Information contained herein is correct at the time of printing but may be subject to variation.

PATTERNS OF STUDY REQUIREMENTS – STAGE 4

Course / Subject	YEAR 7 Periods / Fortnight	YEAR 8 Periods / Fortnight
English	8	8
Mathematics	8	7
Science	7	8
History	4	2
Geography	4	2
PDHPE	4	4
Technology	8	4
Music	4	2
Visual Arts	4	2
Language	0	6
Guidance	1	1
Elective Sampler – (1 elective each semester)	0	6
Sport	4	4
TOTALS	56	56

Stage 4

Mandatory Curriculum

Course Outlines

English

Description of Course

The study of English is an active pursuit where students use language to learn about language and how it shapes our understanding of the world we live in. In Years 7 to 10, English is the study of language in its various textual forms. These forms encompass spoken, written, visual, media, multimedia and digital texts. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

When responding to texts students will read, listen to or view texts. Responding to texts typically involves:

- Shaping and arranging textual elements to explore and express ideas, emotions and values.
- Identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating texts.

When composing texts students will produce a range of written, spoken or visual texts. Composing typically involves:

- Shaping, making and arranging textual elements to explore and express ideas, emotions and values.
- Processes of imagining, drafting, appraising, reflecting and refining.
- Knowledge, understanding and use of the language forms, features and structures of texts.

In Year 8 English students will study four (4) modules throughout the year. In 2021 these included:

1.Close Study of Text

Students undertake a close study of the play *Romeo and Juliet*. They respond critically and creatively to the text. They learn to appreciate how cultural context shapes meaning and ideas in texts.

2.Australian Voice in Text

Students will develop an understanding of the way distinctive voice is created in a range of written and visual texts. Students respond analytically and creatively in class to a range of texts.

3. Satire

Students to study and gain a clear understanding of the conventions associated with satire. They become familiar and experiment with the forms of satire and how these are used for a specific purpose.

4. Genre....*Crafting the World of a genre*

Students to hone the craft of descriptive writing within the framework of a specific genre.

They interpret the genre through historical, production and creative elements in image, prose fiction, poetry and filmic texts. They respond to and compose a range of their own imaginative texts.

Course fees: \$10

Mathematics

Description of Course

Mathematics Stage 4 is mandatory

Course Design

4 sequential units over 2 years

Core

Topics from each of the strands number and algebra, statistics and probability, measurement and geometry, as well as the processes from working mathematically.

Stage 4

By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.

They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students develop a range of mental strategies to enhance their computational skills. They operate competently with integers, fractions, decimals and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss. Students are familiar with the concepts of ratios and rates and apply these when solving problems. They investigate divisibility tests, use index notation for numbers with positive integral indices, and explore prime factorisation, squares and cubes, and related square and cube roots, and the concept of irrational numbers.

Extending and generalising number patterns leads students into an understanding of the use of pronumerals and the language of algebra. They simplify algebraic expressions, substitute into algebraic expressions and formulas, and expand and factorise algebraic expressions. Students solve simple linear and quadratic equations. They develop tables of values from linear relationships and illustrate these relationships on the Cartesian plane, with and without the use of digital technologies.

Students calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures and solve related problems. They calculate the volumes and capacities of right prisms and cylinders and solve related problems. They convert between units of area and units of volume and connect units of volume and capacity. Pythagoras' theorem is used to calculate side lengths in right-angled triangles and solve problems in two dimensions. Students calculate time duration and apply their understanding of Australian and world time zones to solve problems.

Knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, perpendicular lines and congruent figures enables students to apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures.

Students construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables and histograms. In analysing data, they consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range. Students represent events using Venn diagrams and two-way tables and calculate the probability of simple and complementary events in single-step chance experiments.

Course Fees: \$10

Science

Description of Course

Science is the study of the natural and the made world. The study includes events, models and explanations and a historical perspective of how science and society have developed and interacted. This course is largely experimental and focuses on developing an understanding of the process of science, how science has changed our world, how natural events and observations can be explained, the use of technology, confidence in applying science ideas and an appreciation of the value of science in our modern society.

This course is mandatory. Our teaching and learning programs reflect the revised syllabus, as well as the unique needs of gifted and talented students. The time allocation for each thematic unit is a guide only. Each unit is divided into a series of topics. Each topic is assessed, and this is shown by an outcome on the student's report.

The Validation of Assessment for Learning and Individual Development (VALID) program is conducted in October/November each year.

Course Design

The content is divided into 13 topics:

- Topic 7-1 Laboratory Skills
- Topic 7-2 Particles
- Topic 7-3 Mixtures
- Topic 7-4 Living Things
- Topic 7-5 Changing Earth
- Topic 8-1 Elements and Compounds
- Topic 8-2 Body Systems
- Topic 8-3 Forces and Fields
- Topic 8-4 Ecology
- Topic 8-5 Energy and Resources
- Topic 8-6 Solar System

Students will learn about:

- laboratory safety, scientific equipment and how to design, carry out and report on experiments.
- particles, the behaviour of matter, how particles interact with each other and how we use them.
- types of mixtures, the properties of substances, and how these properties can be used in separations.
- the variety of living things on Earth (including microscopic organisms) and how they are classified.
- the internal structure of the Earth, the composition and properties of minerals, rocks and the rock cycle.
- elements and compounds, their properties and a variety of chemical reactions.
- the major body systems and how they work together in order to keep us alive.
- how and why objects move, either by being pushed or being moved under the influence of a field.
- the components of ecosystems and how living things interact with and adapt to their environment.
- types of energy, how energy is converted into different forms and the resources from which we obtain energy.
- planets, stars and space, focussing on how the Earth moves through space and the effects of this on Earth, such as seasons and tides.

Course Fees: \$20

History

Description of Course

Students undertake 100 hours of History (mandatory) in Stage 4.

History mandatory Stage 4 is designed to provide students with an understanding of world history from ancient times to the modern world and the basic skills required for the effective study of history.

Course Design

The content is divided into 4 topics with internal options:

- Depth Study 1: Investigating the Ancient Past
- Depth Study 2: Ancient societies in the Mediterranean world
- Depth Study 3: Ancient Societies in the Asian world
- Depth Study 4: Medieval European Society
- Depth Study 5: Expanding contacts – Aboriginal and Indigenous peoples Colonisation and Contact History
- Depth Study 6: The Asia-Pacific World – Polynesian expansion across the pacific

Inquiry questions are provided to define the scope of inquiry for each area of study.

Students will learn about:

- **Historical Literacy:** Students will develop methods to interpret and understand historical texts and use historical terms and concepts in appropriate contexts. They will identify and analyse reasons for differing perspectives on historical issues and synthesise these to develop conclusions.
- **Developing sophisticated oral and written expression skills:** Framed through historical inquiry used to interpret History within the context of actions, attitudes and motives of people in the context of the past. Students will learn to express judgements supported with evidence and incorporating relevant ICT skills
- **Evaluate historical sources:** Students will develop basic source analysis skills in the use of primary and secondary sources. Source analysis focuses on recognition that historians' interpretations of historical events are constructed and open to interpretation. Students will also develop an ability to evaluate the usefulness, reliability and perspective of primary and secondary sources.
- **Research and communication:** Students will plan historical research to suit historical investigations. They will identify, locate, select, interpret and organise information from a variety of sources including ICT. Research findings will be presented using a range of communication forms including oral, graphic, written and digital media to communicate effectively about the past.

Course Fee: \$5

Geography

Description of Course

Students must undertake 100 hours of study of Stage 4 Geography (mandatory).

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that uses an inquiry approach for students to explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world.

The study of geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork. The study of geography also provides opportunities for students to reflect on their relationships and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

By the end of Geography Stage 4 students will have developed the necessary ICT skills to:

- Create a desktop-published document or multimedia presentation for a specific audience
- Develop and refine search techniques using the Internet
- Design and create a multimedia presentation
- Practise ethical behaviour when using the Internet.

Through studying Geography students will become competent, discriminating and creative individuals.

Course Design

The content is divided into 4 topics guided by key inquiry questions:

- **Landscapes and landforms**
What environmental and human processes form and transform landscapes and how can they be sustainably managed?
- **Water in the world**
What effect does spatial distribution of water resources have on people, places and environments?
- **Place and livability**
How can strong community identity and social connectedness enhance the livability of places?
- **Interconnections**
What are the consequences of a globally connected world for people, places and environments?

Students will learn about:

Geographical concepts: The geographical concepts of place, space, environment, interconnection, scale, sustainability and change are the key ideas applied across the course. These concepts develop students' ability to think geographically and can be applied to guide an inquiry or investigation to deepen their understanding.

Geographical inquiry skills: Students will apply geographical skills during an inquiry based approach to acquire, process and evaluate geographical information to form proposal and where appropriate, act upon them. Inquires may vary in scale and geographical context and will involve fieldwork opportunities outside of the classroom.

Geographical tools: Geographical tools are used during an inquiry to acquire, process and communicate geographical information. Students will learn to use tools such as maps, graphs, statistics, spatial technologies and visual representations to synthesise and communicate findings of geographical inquiry

Course Fee: \$5

Personal Development, Health & Physical Education

Description of Course

Personal Development, Health and Physical Education is mandatory in Stage 4.

The Personal Development, Health and Physical Education course is integral to the cognitive, social, emotional, physical and spiritual well-being of all students. Students' learn about ways of maintaining active lifestyles and enhancing the health and well-being of themselves and others. It is also concerned with students' learning through movement experiences that are both challenging and enjoyable; improving their capacity to move with skill and confidence in a variety of media and promoting the value of physical activity in their lives.

Students undertake study in a number of areas that will currently impact on their health and well-being as well as investigating numerous aspects that will positively affect their health literacy. Recent syllabus revisions has directed learning specifically to addressing those needs of students at our school.

In Terms 1 & 4 the emphasis of learning involves practical concepts whereas Theory topics are introduced and developed throughout Terms 2 & 3.

Course Design

The course is divided into theoretical and practical units examining the concepts of:

Stage 4

Theoretical Units

- Drug Education
- Road Safety
- Mental Health
- Cyberbullying
- Communication and Relationships
- A Balanced Lifestyle
- Health Literacy and Promotion
- Personal Identity and Growth and Change

Practical Units

- Fitness development and evaluation
- Indoor and Outdoor Sports
- Athletics and Cross Country
- Dance
- Recreation activities
- Indigenous and Initiative Games
- Modified Sports
- Team and Individual Sports

Students will learn about:

- health issues focusing on the development of health-promoting attitudes and behaviours.
- evaluating, developing and maintaining personal fitness and sporting skills.
- moving competently and safely across a range of media including athletics and games.

Course Fee: \$10

Technology

Description of Course

Students undertake 200 hours of Technology (mandatory) in Stage 4.

Technology (mandatory) Stage 4 is designed to develop students' ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Course Design

The areas of study include:

- Digital Technologies
- Material Technologies
- Engineered Systems
- Agriculture and Food Technologies

Students will learn about:

- the design processes, design theory and the work of designers
- researching, experimenting, generating and communicating creative design ideas and solutions
- responsible selection and safe use of materials, tools and techniques
- the impact of innovation and emerging technologies on the individual, society and the environment
- managing quality solutions to successful completion and
- evaluating and reflecting on the success of their own and other designer's activities.

Course Fees: Year 8 - \$110 = \$55 Food / Textiles
\$55 Industrial Technology

Music

This mandatory course must be studied for 100 hours in Stage 4.

Description of Course

The Music course provides students with the opportunity to perform, compose and listen to a wide range of music.

Course Design

In Year 7 the course content is focuses on students learning to perform music and listen with discrimination, meaning and appreciation to a broad range of styles.

The music concepts that underpin this course are: Duration, Pitch, Structure, Dynamics and Expressive Techniques, Tone colour and Texture

In Year 8 students continue to study the concepts of music through the course topic, Music for Ensembles.

Course Content

Students will study the concepts of music through the learning experiences of performing, composing and listening within the context of a range of styles, periods and genres. In Year 7 students will perform on tuned and untuned percussion instruments, keyboard and guitar. In Year 8 students will perform in ensembles on keyboard, guitar and/or instruments of their own choice.

Students will develop knowledge, understanding and skills through the musical concepts by:

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

Course Fees: \$15

Visual Arts

This mandatory course must be studied for 100 hours in Stage 4.

Description of Course

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Both two-dimensional and three-dimensional artworks will be created individually and collaboratively. Artworks will be exhibited through the year.

Course Design

Content will include critical and historical study and making artworks using a range of materials and techniques. These include traditional and more contemporary forms, ceramics, drawing and painting.

Course Requirements

Students are required to make artworks, study artists and keep a Visual Arts Diary.

Course Fee: \$50

Information and Communication Technologies - ICT

Information and Communication Technologies (ICT) are integrated within the outcomes and content of the mandatory Years 7-10 syllabuses. The basic aims for ICT across the curriculum are to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT, and that they are better able to achieve syllabus outcomes through effective use of ICT for enhanced learning. All mandatory syllabuses make some explicit statements about the ICT that is to be incorporated into teaching and learning.

Mandatory Study Languages

In Stage 4, students are required to complete 100 hours mandatory study in a Language other than English. At Merewether High School, students will study Japanese. This will enable students to negotiate a pathway through to Stage 6 studies that will offer them the best chance of developing skills and knowledge about the language but also the opportunity to have success at HSC level if that is a direction the student wishes to pursue. There will be a number of extra and co-curricular opportunities for students to immerse themselves in Japanese Language and culture.

JAPANESE

Description of Course

Japanese 100 hours is a mandatory course.

The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem solving.

Course Structure:

The syllabus content is to be studied through task based topics:

- Greetings
- Introductions
- Family, Friends and Pets
- Numbers
- Anime
- Japanese cuisine
- Eating out in a restaurant
- Japanese inventions
- Shopping
- Celebrations and festivals
- Japanese culture and traditions

Students will have the opportunity to develop their language skills through a range of practical activities designed to immerse them in the language and focus on practical applications of the language.

Skills developed through learning a second language are transferable to other languages and to other areas of learning.

Course Fee: \$10

Stage 4

Elective Curriculum

Course Outlines

NB: Students are required to select 2 electives. One will be studied in Semester 1 (Terms 1 and 2) and the other will be studied in Semester 2 (Terms 3 and 4)

Course Title: Commerce**KLA:** Social Science**Course Coordinator:** Mrs N Clark

Course Overview: Through practical activities, real experiences and task-focussed learning students investigate issues that confront consumers. Students work in a creative environment to develop innovative products, imaginative marketing strategies and offer their products for sale. Students develop an appreciation of the importance of corporate social responsibility.

Modules of Study	Student learning outcomes:
Consumer Decisions <ul style="list-style-type: none">• comparison purchasing• online shopping• fair trade Consumer Protection <ul style="list-style-type: none">• unethical selling practices Marketing Products <ul style="list-style-type: none">• marketing techniques• differentiating products• brand logos• product endorsement• product placement Product Promotion Strategies <ul style="list-style-type: none">• designing a new product• developing marketing strategies• designing media releases• social media marketing	<ul style="list-style-type: none">• make informed decisions about the impact of technology on buying patterns• research and report on real scams and rip-offs by using the online package “Scam Watch”• gain practical experience in consumer redress• work in a team to design and promote a new product for the MHS Charity Market Day• assess promotional strategies used by businesses to maximise sales and persuade consumers to buy products• assume the role of a marketing strategist to examine and recommend effective promotional strategies

Course Assessment: Task 1: A fieldwork report (40%)
Task 2: Group work project (40%)
Plus classwork, bookwork and homework (20%)

Special Requirements: Nil

Course Fee: \$5

Course Title: Community and Family Studies**KLA:** Technology and Applied Studies**Course Coordinator:** Mrs V McCudden

Course Overview: This course aims to develop social awareness in participants. It explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities. Students examine the importance of building positive relationships within different groups, the nature of leadership and strategies for resolving conflict. Support services for groups in society that are marginalised such as the homeless, gay/lesbian/transgender and people living with disabilities are explored. This course will have a strong emphasis on community connections and involve local excursions, case studies and guest speakers.

Modules of Study	Student learning outcomes:
<p>Individuals and Groups</p> <ul style="list-style-type: none">• Positive relationships• Interpersonal communication• Leadership styles• Conflict resolution <p>Social awareness</p> <ul style="list-style-type: none">• Needs of specific groups• Services available to these groups• Advocacy – promoting the rights of individuals and groups• Gender Equality• Connections with local community groups• Creation of positive social environments	<ul style="list-style-type: none">• Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement• Analyses how the empowerment of women and men influences the way they function in society• Analyses the sociocultural factors that lead to special needs of individuals in groups• Critically analyses the role of policy and community structures in supporting diversity• Communicates ideas, debates issues and justifies opinions

Course Assessment: Research task – case study of a local organisation that supports individuals and groups such as homeless and disabled.

Course fee: \$5

Course Title: Design and Technology**KLA:** Technology and Applied Studies**Course Co-ordinator:** Mrs V McCudden

Course Overview: Students electing Design - Technology will complete a 20 week unit of work following the Industrial Design process to create a product that solves an everyday problem. Tools used include 3D graphical design utilising CAD applications (various), culminating in the production of a 3D prototype through 3D printing or laser cutting/engraving.

Modules of Study	Student will learn about:
<p>Projects may include any of the following</p> <ul style="list-style-type: none">• Graphical representations using various CAD applications• 3D printed articles designed using CAD• unique designs that are manufactured through the use of a laser cutter/engraver and design software <p>Projects may be made from a range of materials including polymers, resins and silicones, timber, fabric, ceramics and veneers.</p>	<ul style="list-style-type: none">• identification of a range of design concepts and processes• identification of innovative, enterprising and creative design ideas and solutions• communication of design ideas and solutions using a range of techniques• management strategies employed by designers• using a range of technologies appropriately and safely in the development of quality design solutions

Course Assessment: CAD practical test
Product design and drawing
Presentation

Special Requirements: WHS regulations require students to wear covered **leather** shoes for practical lessons

Course fee: \$55

Course Title: Drama**KLA:** Creative and Performing Arts**Course Coordinator:** Ms A Tenorio

Course Overview: The Year 8 Elective Drama course is a performance course. Students will develop skills in playbuilding, design, acting, directing and preparing scripts for performance. The semester will culminate with a public performance.

Modules of Study	Student learning outcomes:
Theatresports	<ul style="list-style-type: none">• students explore elements of drama to produce performance for an appropriate audience• students use written form to communicate dramatic meaning• students experiment with performance spaces and production elements appropriate to purpose and audience
Playbuilding / Devising theatre	
Critic Review	
Log Book	

Course Assessment:

- Theatresports – 40%
- Playbuilding performance – 30%
- Critics Review – 20%
- Written log book reflection– 10%

Special Requirements: Students participating in this course will be expected to participate in a public performance at the end of the semester.

Course Fee: \$20

Course Title: Engineering Technology**KLA:** Technology and Applied Studies**Course Coordinator:** Mrs V McCudden

Course Overview: Students will undertake a range of projects based around engineering technologies and their applications, with students gaining knowledge in basic engineering principles as well as developing practical workshop skills in the manipulation of a range of materials using a variety of production methods.

Modules of Study	Student learning outcomes:
<p>Projects may include any of the following</p> <ul style="list-style-type: none">• steam turbines• cam-operated vehicles• sheet metal storage boxes• metal turned project (using metal lathes)• multi-jointed timber box• acrylic household accessories <p>Projects may be made from a range of materials including</p> <ul style="list-style-type: none">• wood• metal• polymers	<ul style="list-style-type: none">• identifies and uses a range of hand and machine tools in different technological environments• makes quality projects to completion within set limitations• identifies and applies fundamental OHS principles when working with materials, tools and machines• use of a range of materials for specific purposes• marking, cutting, joining and finishing techniques applicable to a range of material technologies• basic engineering principles with relation to engineering shell and rigid structures and mechanisms

Course Assessment: Materials work book – 20%
Wood based product/prototype – 40%
Metal/plastic based product/prototype – 40%

Special requirements: WHS regulations require students to wear covered **leather** shoes for practical lessons

Course Fee: \$40

Course Title: Food Technology**KLA:** Technology and Applied Studies**Course Coordinator:** Mrs V McCudden

Course Overview: The emphasis of this course will be the development of practical skills exploring a variety of current and popular cooking styles. The course is based around the concept of “Masterchef” with team challenges, taste tests, invention tests and mystery boxes being part of weekly practical lessons. Foods prepared each week will vary from home style favourites to modern contemporary dishes and multicultural fusion foods. Through weekly master classes students will learn about food chemistry and the functional properties of foods.

Modules of Study	Student learning outcomes:
<p>Food trends</p> <ul style="list-style-type: none">• Current food trends will be investigated including the explosion of the humble cupcake. A case study of the successful business “Cupcake Espresso” Adamstown will be conducted. At the conclusion of the course students will prepare and serve a high tea to invited guests. Students will be involved in several invention tests and a dessert challenge. <p>Multicultural food habits</p> <ul style="list-style-type: none">• A study into the cultures which have influenced Australia’s multicultural fusion cuisine. Common ingredients and utensils used, food preparation techniques, food customs and beliefs influencing food habits from each culture will be explored. Preparation of a traditional Indian banquet and restaurant excursion broaden student experiences with multicultural foods. <p>Ethical and Environmental use of food</p> <ul style="list-style-type: none">• Students will learn to “love their leftovers” when they study strategies in minimising food wastage in developed countries. Students will learn about organisations such as Oz Harvest, re-invent classic dishes and explore sustainable practices such as organic farming.	<ul style="list-style-type: none">• analyses changes to the properties of food which occur during food processing, preparation and storage• selects and employs appropriate techniques and equipment for a variety of food specific purposes• demonstrates hygienic handling of food to ensure a safe and appealing product• plans, prepares, presents and evaluates food solutions for specific purposes

Course Assessment: Weekly practical including invention tests and mystery box challenges 60%
Celebrity Chef Research Task 20%
Folio work 20%

Special Requirements: WHS requires students to wear fully enclosed **leather** shoes for practical lessons.

Course Fee: \$70 to cover weekly food expenses

Course Title: Oceanography**KLA:** Social Science**Course Coordinator:** Mrs L Clark

Course Overview: Through fieldwork, case studies and investigative learning methods students will study the features and importance of the world's oceans and issues associated with them. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability.

Modules of Study	Student learning outcomes:
<p>The world's oceans</p> <ul style="list-style-type: none"> locate the world's oceans and ocean currents examine major physical features of the ocean floor explore two different ocean ecosystems 🌊 identify similarities or differences in two different ocean ecosystems <p>Value of the oceans</p> <ul style="list-style-type: none"> recognise the link between ocean currents and global climate examine El Niño and La Niña and influences on weather and climate share ideas about the value of the ocean as a habitat for marine species investigate the economic value of ocean resources <p>Ownership and control</p> <ul style="list-style-type: none"> share ideas about the ownership and exploitation of ocean resources recognise the value of oceans as part of the 'global commons' demonstrate understanding of Indigenous rights in relation to oceans explore international treaties and agreements that deal with ocean resources 	<p>Investigative study</p> <p>relating to the use of oceans, for example whaling, fishing, waste disposal, nuclear testing, Aboriginal Peoples' rights to waters, oil and mineral exploitation, shipping, tourism.</p> <p>Location and nature of the issue</p> <ul style="list-style-type: none"> recognise the location and nature of the issue explore the causes of the issue identify relevant geographical processes share ideas about the importance of the identified processes to the ocean <p>Management of the issue</p> <ul style="list-style-type: none"> explore different perspectives on the issue 🤝 explore contemporary management practices and conflict-resolution processes share ideas about the ecological sustainability of management practices

Course Assessment: Task 1: A fieldwork report from an excursion (40%)
Task 2: Group work project (40%)
Task 3: Classwork, bookwork and homework (20%)

Special Requirements: \$5**Course Fee:** Cost of excursion/s

Course Title: Elective History**KLA:** Humanities**Course Coordinator:** Mr S Gibb

Course Overview: Not for the faint hearted, elective history will take you through conflicts, murders and complex historical mysteries which will test all of your capabilities as developing historians. Year 8 elective is a challenging academic course for students who would like to explore unique and engaging moments in history. Students looking to extend and deepen their understanding of ancient and contemporary politics and conflicts will explore a range of depth studies which will develop your ability to understand differing historical perspectives and evaluate sources to determine their usefulness and reliability. Through the course you can expect to refine and extend not just your knowledge but your writing and presentation skills through assessments that will allow you choice of topics to study but challenge your ability to move beyond narration and carefully select evidence to support your case, just as historians are asked to do.

Modules of Study	Students will learn about:
<p>Key topic areas to be studied</p> <p>Topic 1 History, Heritage and Archaeology</p> <ul style="list-style-type: none">• Film as History• History and the media• Family history• Evaluating historical sources• Archaeological Sites• Heritage and Conservation• Historical reconstructions• Historical fiction• Museum Studies• Local History• Biography <p>Topic 2 Ancient, Medieval and Modern Societies</p> <ul style="list-style-type: none">• Africa• Pacific• Middle East• The Americas <p>Topic 3 Thematic Studies</p> <ul style="list-style-type: none">• Heroes and villains• war and peace• Crime and punishment• World Myths and Legends• Children in History• Music through history• Slavery and Spiritual• Religious beliefs/ practices• Sport and recreation in history• School-developed study	<ul style="list-style-type: none">• the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions• the major features of an ancient, medieval or modern society and of particular relevance is the study of historical causation and factors contributing to continuity and change• the application of their understanding of the nature of History and the methods of historical inquiry.

Course Assessment: Oral presentations Film/ Multimedia
Children's Story Book

Special Requirements: Nil

Course Fee: \$5

Course Title: Music Performance**KLA:** Creative and Performing Arts**Course Coordinator:** Ms A Tenorio

Course Overview: The Year 8 Elective Music course focuses on performance and caters for students from a variety of musical backgrounds. Students will play classroom ensemble arrangements designed for their own level of playing ability. These will include guitar ensemble, mixed ensemble, keyboard ensemble and orchestral instrumental ensembles. Students will develop solo and ensemble skills, leading to a performance with consideration to stage presence.

Modules of Study	Student Learning outcomes:
<ul style="list-style-type: none">• Perform works selected for study in class and ensemble arrangements• Improvise and arrange songs in small groups• Develop writing skills in relation to the concepts of music	<ul style="list-style-type: none">• demonstrate technical and musical skills through individual and ensemble performances• demonstrate an understanding of the concepts of music in written work• demonstrate an understanding of the musical concepts through improvising and arranging

Course Assessment: Performances and compositions in class and small ensembles – 60%
Music Log Book documenting the processes involved – 10%
Research and listening tasks – 30%

Special Requirements: Students participating in this course will be expected to participate in a public performance at the end of the semester.

Course Fee: \$10

Course Title: Sports Studies**KLA:** Personal Development, Health and Physical Education**Course Coordinator:** Mr B Harrison**Course Overview:** Students will develop a foundation for efficient and enjoyable participation and performance in physical activity and sport and value the contributions of physical activity and sport to personal and societal wellbeing.

Modules of Study	Student learning outcomes:
Body Systems <ul style="list-style-type: none">• Structure and function of the skeletal and muscular systems• Human movement analysis• Sports Injuries and treatment Fitness and Technology <ul style="list-style-type: none">• GPS tracking technology• Game and video analysis• Heart rate monitoring• Drone analysis National Identity <ul style="list-style-type: none">• History of sport Australian sport, national sporting pioneers and local sporting identities Modern Summer/Winter Olympics <ul style="list-style-type: none">• Legacy of the Ancient Olympic Games, Modern Olympic Games and notable Australian performances	<ul style="list-style-type: none">• explain the contributions of the skeletal and muscular systems to efficient movement in a sporting context• explain the contribution and specificity of fitness and training by utilisation of a range of technology devices• appreciate the influence of sport in developing our national identity and that of other countries• appreciate the contribution of our sporting pioneers and contemporary athletes on the development of sport in Australia• appreciate the history, philosophy and significance of the Olympic movement• play/perform a selection of activities, games and sports eg. events from the Ancient and Modern Olympics, Archery, Badminton, Basketball , Hockey, Rugby and popular Australian sports such as Australian Rules Football, Cricket, Netball and Tennis

Course Assessment: Research Assignment and classwork 30%
Practical Skills and participation 70%**Special Requirements:** Nil**Course Fee:** \$10.00

Course Title: PASS - Football**KLA:** Personal Development, Health and Physical Education**Course Coordinator:** Mr B Harrison**Course Overview:** Students will develop a foundation for efficient and enjoyable participation and performance in physical activity and sport utilising football and its associated codes as a basis for exploration of human movement and skill development.

Modules of Study	Student learning outcomes:
<p>Sporting Performance</p> <ul style="list-style-type: none">• Structure and function of the skeletal and muscular systems and how it relates to sporting performance• Development of muscle through the design of weight and training programs• Human movement analysis in regards to the mechanics of football injuries• Sports Injuries and treatment including rehabilitation of common football injuries <p>Fitness and Technology</p> <ul style="list-style-type: none">• GPS tracking technology• Game and video analysis• Heart rate monitoring• Drone analysis <p>National Identity</p> <ul style="list-style-type: none">• History of sport Australian and world sport based on the major world codes of football <p>Practical component – Football codes</p> <ul style="list-style-type: none">• Focus on each major code of football including skills, lead up games, full games, officiating, coaching and competition play	<ul style="list-style-type: none">• Demonstrate knowledge of specific protocols surrounding athlete development within a football code framework• explain the contribution and specificity of fitness and training by utilisation of a range of technology devices• appreciate the influence of sport in developing our national identity and that of other countries• play/perform a selection of activities, games and sports based on the football codes of Soccer, AFL, Rugby Union, Gridiron and derivative games such as Gaelic Football

Course Assessment: Research Assignment and classwork 20%
Practical Skills and participation 80%

Special Requirements: Nil

Course Fee: \$10.00

Course Title: Textile Technology**KLA:** Technology and Applied Studies**Course Coordinator:** Mrs V McCudden

Course Overview: The aim of this course is to develop confidence and proficiency in the design and production of textile items. The emphasis of this course is practical based learning. The textile items will be relevant to current student needs and interests. It is expected that there will be a gradual increase in the challenge offered to students in project work to enhance the development of practical skills.

Practical experiences will represent the majority of course time in this unit.

Unit 1 “Let’s Take a Selfie”

Students construct an embellished “selfie” wall hanging using a woven printable cotton fabric. Through the utilisation of colouration and decoration techniques and considering aesthetic and functional properties. They embellish with appliqué and one other decorative technique.

Unit 2 Skills Sampler Sewing Case

Students develop a variety of practical skills through this introductory task. Students follow a pattern to plan, construct a patchwork skills sampler.

Unit 3 Creepy Doll

Students develop knowledge of the elements of design and the work of textile designers. Students design and construct a “Creepy Doll” and accessories. This includes fabric decoration skills ie dyeing, patchwork and embroidery. Students will document through an E-Folio their learning process.

Unit 4 Own Choice

Students elect to construct an article of their own choice. They will negotiate with teacher their choice

Course Assessment: Practical articles 75%

Theory/Folio 25%

Course Fee: \$35 (inclusive of fabric and most other items students will need for practical lessons. Students will need to purchase fabric and notions for final practical item.)

Course Title: Visual Arts 1 – Cartooning and Animation**KLA:** Creative and Performing Arts**Course Coordinator:** Ms A Tenorio

Course Overview: This course is intended for students who enjoy cartooning and film animation. They are given many opportunities to develop their various skill levels in both drawing and animation technology. They will also study the techniques of successful cartoonists and caricature artists.

Students will study a range of cartooning and caricature techniques. They will create their own cartoon characters and input their ideas into an illustration. This course will study a range of topics that include cartooning styles, character development, caricature techniques, foreshortening and perspective.

Students will learn about stop frame animation techniques (drawn, object and claymation) and produce a short animation using one of the techniques studied.

Students will learn how to make a storyboard and use editing software. Skills learnt in cartooning and caricatures will be utilised in this animation unit.

Modules of Study	Student Learning Outcomes:
<p>Cartooning and Caricatures</p> <ul style="list-style-type: none">• developing skills in creating cartoon and caricature drawing <p>Stop Frame Animation</p> <ul style="list-style-type: none">• developing skills in narrative storytelling using technology and drawing	<ul style="list-style-type: none">• develops technical skills through experimentation and practise• designs and develops artworks using aspects of the world as a source of ideas, concepts and subject matter• investigates and identifies conventions and procedures used to create works

Course Assessment: Artworks in both Cartooning and Animation - 60%
Visual Arts Diary documents the processes involved - 20%
Research task - 20%

Special Requirements: Students will be required to exhibit their work in either formal or informal spaces.

Course Fee: \$30

Secondary College of Languages (Formerly Saturday School of Languages)

Connection Diversity Excellence

The Secondary College of Languages is the largest provider of face-to-face languages education in NSW. Classes are held every Saturday morning during the school term at 14 Campuses across the state. Students from public and non-government secondary schools are eligible to enrol in their background language. There are no fees for students to enrol at the school.

Courses are offered for Stages 4,5 and 6 in the following languages:

Arabic	Hungarian	Polish
Armenian	Italian	Portuguese
Bengali	Japanese	Punjabi
Bosnian	Khmer	Russian
Chinese	Korean	Serbian
Croatian	Macedonian	Tamil
Filipino	Maltese	Turkish
Hindi	Modern Greek	Vietnamese

Merewether High School Campus currently offers Chinese but may be able to offer additional languages upon application.

- Classes are held on Saturdays for each of the four government school terms.
- In 2022, classes are due to start on Saturday, 5 February.
- In 2022 the formal enrolment period for new students will end on Friday 18 February 2022.

Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

For more information and an enrolment form, please visit the Secondary College of Languages website saturdaycl-h.schools@nsw.gov.au or Email SSCL-Merewether@det.nsw.edu.au

2022 enrolment application forms will be available from the website from early Term 3 2021.

Year 8 Online Subject Selection 2022



Students will receive an email with the following link to their Online Subject Selection form <https://spring.edval.education> along with a personal webcode to lodge their selections.

Students choose THREE electives in order of preference. From these elective preferences, one elective will be allocated for study in Semester 1 and one for study in Semester 2 (see below).

Yr8 elects

Main Units	Subject	Units
Elective Preference 1	No selection	0
Elective Preference 2	No selection	0
Total		0

Cancel

Submit

Reserve Units	Subject	Units
Elective Preference 3	No selection	0
Total		0

Notes

All Year 7 students are required to choose THREE electives in order of preference. From these elective preferences, one elective will be allocated for study in Semester 1 and one for study in Semester 2.

Rules

On completion and submission of choices, students must print a copy of their choices and have a parent or carer sign and date their choices. The signed copy must then be placed in the year group box outside the Head Teacher Admin office by Friday, 6th August 2021.