



# YEAR 9 2023 ELECTIVE COURSES INFORMATION BOOKLET

**AUSTRALIND SENIOR HIGH SCHOOL**  
**GROWING REMARKABLE PEOPLE**



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Kaya. We acknowledge that Australind Senior High School is on Wardandi Noongar Boodja. We acknowledge the Wardandi people as the Traditional Custodians of the land on which we deliver our services and respect their continuing connection to land, waters and community. We offer our respect to Elders past and present.



## INTRODUCTION

## **Learning Area: The Arts**

*The Arts Learning Area includes four courses: Drama, Media, Music, and Visual Arts. Together they provide opportunities for students to learn how to create, design, represent, communicate, and share their imagined and conceptual ideas, emotions, observations, and experiences, as they discover and interpret the world.*

*In the Arts learning area, students develop creative skills, creative appreciation and knowledge of artistic techniques and technologies in a range of areas. The Arts develop students' sense of personal and cultural identity and equip them for lifelong involvement in and the appreciation of the arts.*

*The two Arts strands of Making and Responding provide students with knowledge and skills as practitioners, performers and audience members and develop their skills in critical and creative thinking.*

### **THE ARTS STRANDS**

#### **Making**

*Students generate artwork using skills and techniques to plan, produce, present, design and perform independently and collaboratively.*

#### **Responding**

*Students respond to, reflect on, interpret, and evaluate their own and others' artwork. Through contextual study, they appreciate and investigate the Arts.*

# CONTEMPORARY MUSIC (9CMUS)

**Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2.**

## **What will I do in this course?**

**Students will:**

- Using engaging musical examples, develop a clear understanding of the different styles of popular music and apply it in performance, composition and analysis.
- Perform, compose and analyse music in the styles of punk, soul, 80's British, reggae as the basis of your study.
- Use technology, skills and artistic talents to perform, create your own and recreate others' works.
- Become more aware of how social, cultural and historical factors shape music, and how music is and has always been, a key part of people's lives.

## **What should I be able to do at the end of this course?**

- Analyse and identify specific characteristics in a range of music styles.
- Develop your reading, listening and music literacy skills.
- Perform a range of musical pieces in Reggae, Punk, Soul or 80's Rock styles as a part of a band or solo.
- Use technology to compose, record, edit and produce music.
- Understand the importance of history and influential people in contemporary music.
- Demonstrate safe music practices in a working environment.



## **How will this course help me in the future?**

**If you want a career in music, or just want to continue to study music, then this course is for you! The Year 9 course is structured to prepare you for a variety of careers or pastimes in the music industry. Choosing this course will provide you with an opportunity to enhance your musical knowledge in an exciting environment, while preparing for your future.**

**If you are an existing Instrumental Music School Service (IMSS) student, you can study a different instrument i.e., a second instrument in this course. This course is practical, while providing the theoretical knowledge to help guide you to achieve your goals.**

**The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first instrument and second instrument. The Year 9 course offers an introduction to the diverse options within the music industry including recording, journalism, performance, rehearsal skills and/or technology. Students will also learn many 'life' skills throughout this course, e.g., thinking creatively and critically, marketing, teamwork and time management.**

## **Special requirements for this course**

**IMSS students are required to do this course. The school recognises the commitment that IMSS students make, so there are special arrangements in place to allow IMSS students to study two Arts courses (e.g., Music and Dance/Drama/Visual Art and Media) if they wish.**

**At Australind Senior High School, we are always keen to interest students in music. Students who are not IMSS students are welcome to enrol, however they should be able to play an instrument to at least an intermediate level. They should be able to read some written notation. Students who are not confident performers can concentrate on other aspects of the course, e.g., composition or production. It is advised that a meeting with the Music Coordinator is arranged to discuss a student's suitability to study this course.**

## **Pathways**

**Year 10 Class Music, Year 11 ATAR Music, Year 12 ATAR Music, Certificate II in Music**

# THE ARTS – JAZZ SPECIALIST (9JAZZ)

*Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2.*

## **What will I do in this course?**

Students will, in this unique course:

- Develop their skills to be able to perform advanced pieces, developing their composing, performance and improvisation skills.
- Perform, compose and analyse music using Jazz, Funk and Big Band music as the basis of your study.
- Using music technology, skills and artistic talents to perform, learn a second instrument, write your own songs and recreate others' works.
- Become more aware of how to play the blues in several different styles.
- Use technology and develop their listening skills, develop their theoretical and aural skills to a high level and thoroughly prepare themselves for either lifelong interest in music or for ATAR music studies in Jazz.
- Understand the importance of history and influential people in Jazz music.

## **What should I be able to do at the end of this course?**

- Have developed your reading, listening, literacy and improvisation skills to a very high level, sufficient to confidently study ATAR Music and Certificate Music courses
- Perform a wide range of musical pieces in World and Jazz styles as a part of a band or solo
- Analyse and identify specific characteristics in a wide range of Jazz genres.
- Develop the use of technology to compose, record, edit and produce music.
- Understand the importance of history and influential people in Jazz music.
- Demonstrate safe music practices in a working environment.



## **How will this course help me in the future?**

If you want a career in music, or just want to continue to get really good on your instrument and play music, then this course is for you! The Year 9 Jazz Specialist course is structured to prepare you for a variety of careers or pastimes in music. Choosing this course will provide you with an opportunity to develop your musical knowledge in an exciting environment, while preparing for your future.

You have the opportunity to learn a second instrument in this course, which will complement your first instrument, e.g., if you are a brass or woodwind player, you would learn a range of pieces on guitar, bass or piano. This course is mostly practical, while providing the theoretical knowledge to help guide you to achieve your goals.

The course aims to empower students with the necessary musical skills and knowledge to develop musicianship, both on first and second instrument. The Year 9 Jazz Specialist course offers to broaden your knowledge of music; the diverse range is used and deepens your knowledge of music styles which are not often promoted on the mainstream media outlets. Students will also learn many 'life' skills throughout this course, e.g., using technology, thinking creatively and critically, teamwork and time management. The course will also prepare students for study in Years 10, 11 and 12 ATAR Jazz Music.

## **Special requirements for this course**

- This course builds on the skills developed from Years 7 and 8 Jazz. If a new student wishes to join this class, they will have to audition with the music coordinator who will assess whether the student has the ability to learn quickly to get the best out of the course.
- Students who are not IMSS students are welcome to enrol, however, they should be able to play an instrument to at least an intermediate level, be able to read notation, be willing to 'have a go' and work on improvisation skills.
- Students' abilities in Year 9 are entering into an advanced phase, and the study of Year 9 Jazz Music will add relevance to their instrumental studies and provide them with a background to understanding and developing an expertise in music.

## **Pathways**

Year 10 Jazz Specialist, Year 11 ATAR Jazz Music, Year 12 ATAR Jazz Music, Certificate II in Music

# THE ARTS – DRAMA (9DRA)

*Please note this is a Semester 1 course only. Students will not be able to select Drama in Semester 2.*

## *What will I do in this course?*

- **The focus for Drama in Semester 1 is Stage Craft, Readers Theatre, Puppetry, and other multi-formed devised drama.**
- **The Year 9 Drama course aims to increase students' abilities as general theatre practitioners. Students will further develop their improvisation and play building skills. They will experiment with more sophisticated concepts within their performance work, supported through the study of major acting styles and theatrical conventions. This includes considering the impact of stagecraft (costume design, stage design, sound, lighting) elements on the development of story and meaning within performance.**
- **Students will begin with a practical unit reviewing the expressive and improvisation skills learnt during the previous year. Students will extend these skills and begin to apply them in a series of performance workshops based on the work of major acting theorists and principles of method acting. Students will be shown how to apply these skills in building ensemble performances. They will create, write and perform their own work, considering the creation of mood and meaning through key stagecraft elements. Students will begin to investigate how to apply techniques associated with non-naturalism and explore how to abstract elements of time and space in performance. The unit will culminate in the development of an ensemble performance. Students will also have opportunity to perform to a variety of audiences.**
- **As part of this subject students will be required to use Information and Communications Technology (ICT) skills in the research writing and editing of scripts. Various theatre technologies will be used in the production of stagecraft work.**

## *What should I be able to do at the end of this course?*

**Students should be able to:**

- **Use more complex improvisation and expressive skills for play building.**
- **Use scenario and scriptwriting techniques.**
- **Have an understanding of the use of areas of stagecraft (costume design, stage design, sound, lighting) to enhance meaning in performance.**
- **Understand and apply non-naturalistic theatrical conventions.**
- **Apply performance theory.**
- **Work effectively and creatively as an ensemble or team.**
- **Understand and apply universal performance skills and principals.**
- **Demonstrate an appreciation of the Arts In society.**
- **Interpret, reflect and evaluate creative dramatic experiences.**
- **Perform in front of a variety of audiences.**



## *How will this course help me in the future?*

**The Year 9 Drama course bears direct relevance to the Year 10 Drama Course and the Drama courses offered in Years 11 and 12.**

**Drama assists students to learn about themselves and others. The personal journey taken by students through Drama promotes an inner knowledge and confidence important for human development. The course program promotes self-discovery and self-change, inspiring students to be pro-active both at school and in their future lives. Drama is a course that fosters positive life skills.**

## *Pathways*

- **Year 10 Drama**
- **Year 11 ATAR / General Drama**
- **Year 12 ATAR / General Drama**

# THE ARTS – DRAMA THEATRE (9TDRA)

*Please note this is a Semester 2 course only. Students will not be able to select Drama Theatre in Semester 1.*

## *What will I do in this course?*

- **The focus for Drama in Semester 2 is Melodrama, Readers Theatre, Shakespeare, and other multi-formed devised drama.**
- **The Year 9 Drama course aims to increase students' abilities as general theatre practitioners. Students will further develop their improvisation and play building skills. They will experiment with more sophisticated concepts within their performance work, supported through the study of major acting styles and theatrical conventions. This includes considering the impact of stagecraft (costume design, stage design, sound, lighting) elements on the development of story and meaning within performance.**
- **Students will begin with a practical unit reviewing the expressive and improvisation skills learnt during the previous year. Students will extend these skills and begin to apply them in a series of performance workshops based on the work of major acting theorists and principles of method acting. Students will be shown how to apply these skills in building ensemble performances. They will create, write and perform their own work, considering the creation of mood and meaning through key stagecraft elements. Students will begin to investigate how to apply techniques associated with non-naturalism and explore how to abstract elements of time and space in performance. The unit will culminate in the development of an ensemble performance. Students will also have opportunity to perform to a variety of audiences.**
- **As part of this subject students will be required to use Information and Communications Technology (ICT) skills in the research writing and editing of scripts. Various theatre technologies will be used in the production of stagecraft work.**

## *What should I be able to do at the end of this course?*

Students should be able to:

- **Use more complex improvisation and expressive skills for play building.**
- **Use scenario and scriptwriting techniques.**
- **Have an understanding of the use of areas of stagecraft (costume design, stage design, sound, lighting) to enhance meaning in performance.**
- **Understand and apply non-naturalistic theatrical conventions.**
- **Apply performance theory.**
- **Work effectively and creatively as an ensemble or team.**
- **Understand and apply universal performance skills and principals.**
- **Demonstrate an appreciation of the Arts In society.**
- **Interpret, reflect and evaluate creative dramatic experiences.**
- **Perform in front of a variety of audiences.**



## *How will this course help me in the future?*

The Year 9 Drama course bears direct relevance to the Year 10 Drama Course and the Drama courses offered in Years 11 and 12.

Drama assists students to learn about themselves and others. The personal journey taken by students through Drama promotes an inner knowledge and confidence important for human development. The course program promotes self-discovery and self-change, inspiring students to be pro-active both at school and in their future lives. Drama is a course that fosters positive life skills.

## *Pathways*

- Year 10 Drama
- Year 11 ATAR / General Drama
- Year 12 ATAR / General Drama

# THE ARTS – VISUAL ARTS (9VARTS)

**Please note this is a semester course only. Students will not be able to select Visual Arts for both Semester 1 and Semester 2.**

## **What will I do in this course?**

The Year 9 Visual Art course provides students with the opportunity to express creative ideas and imaginative thinking through the exploration and hands on experience of:

- 2D (e.g., painting, print making, drawing, photography and digital media, graphics and collage) and
- 3D (e.g., ceramics, wirework, clay, sculpture, papier-mâché, textiles and jewellery) art forms.

Students will critically analyse traditional and contemporary artwork using various analysis frameworks, incorporating appropriate visual art language, art terminology and conventions.

## **What should I be able to do at the end of this course?**

Students will:

- have developed skill and confidence in the application of creative arts processes into original, highly imaginative works of art
- be able to reflect both verbally and in written format, on their own ideas and processes associated with works of art they have produced
- have extended their knowledge and use of safe visual arts practice
- be aware of how and why artists, crafts people and/or designers are influenced by other artists, their environment and the contexts of culture, time and place

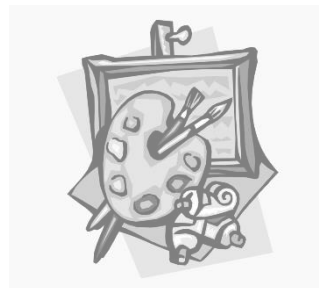
## **How will this course help me in the future?**

The skills and knowledge gained from studying this course would be useful for those who may consider a career in a visual art related industry such as: artist, painter, sign writer, graphic designer, teacher, etc.

The course will provide students with the understanding and ability to relate to and appreciate the visual arts in the local and wider community.

## **Pathways**

- Year 10 Visual Arts
- Year 11 ATAR Visual Arts / Year 11 General Visual Arts
- Year 12 ATAR Visual Arts / Year 12 General Visual Arts









# HEALTH & PHYSICAL EDUCATION INTRODUCTION

*Health and Physical Education is studied by all students at Australind Senior High School in Years 7, 8, 9 and 10 and offers the necessary background to lead into our ATAR Physical Education Studies, ATAR Health Studies, as well as General Physical Education, Outdoor Education and Health Studies, and Vocational Education and Training via our Certificate II in Sports Coaching pathway in Years 11 and 12.*

*The Modules of study offered over the next two years will provide opportunities for students to develop skills, knowledge and a sound attitude that will enable them to have healthy and productive lives and understanding of the varied pathways in Upper School Health and Physical Education.*

## **Changing for Physical Education (PE) Lessons**

*Students are required to change immediately before and after PE lessons.*

## **Physical Education Wear**

*All PE activities require students to have an appropriate change of clothes, including enclosed footwear. PE wear consists of:*

- *School House shirt*
- *PE Grey shorts*

*All required items are available through the uniform shop on site.*

## **Showering**

*The school has hot showers available for students throughout the year, in large, clean change-room facilities. These shower cubicles have solid doors to provide adequate privacy for students. Students are welcome to negotiate shower use after physical activity with their class teacher. They will need their own towel and change of items such as underwear, socks etc.*

*All clothing and towels should be labelled with each student's name written in a recognisable place.*

# HEALTH & PHYSICAL EDUCATION BUILDING FITNESS (9BFIT)

**Please note this is a semester course only. Students will not be able to select Building Fitness for both Semester 1 and Semester 2.**

## **What will I do in this course?**

Course content is structured around fitness related activities as opposed to traditional team sports. Students have the opportunity to use some of the same specialised fitness equipment available in many fitness centres and gyms. Lessons focus on developing both health-related fitness (including cardiorespiratory endurance, muscular strength, flexibility and muscular endurance) and Performance related fitness (including power, speed, agility and balance).



Activities range from low to high intensity and may include various circuit training, weights training and fitness class structures, similar to those offered by many sports centres and gyms. Building fitness is squarely aimed at students who wish to develop and enhance their own personal fitness in a dynamic, fun and motivating environment.

## **What should I be able to do at the end of the course?**

Students will be able to evaluate their own and others' fitness levels, establish fitness targets and refine their training methods to maximise success. They will have a knowledge of basic anatomy and biomechanics and be able to design, engage in and evaluate their own fitness programs.

## **How will this course help me in the future?**

Building Fitness provides an excellent platform for any student who is self-motivated to improve their own fitness and establish long term fitness habits.

Students who participate in a competitive team sport can use the Building Fitness course to improve their fitness levels and "give them an edge," enabling them to fulfil their potential in the competitive team sport they participate in either at school or within the local community.

The class also provides an excellent initial introduction to the fitness industry for any student who finds that employment pathway of interest.

# HEALTH & PHYSICAL EDUCATION SPECIALISED NETBALL (9NET)

*Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2*

*Prerequisite: Students must either currently play netball or have a past history of participation in the sport.*

## *What will I do in this course?*

*The Specialised Netball course will give students the opportunity to pursue their passion in the sport and develop themselves as athletes, officials, coaches and umpires within the sport of netball. This will allow the growth and development of our students in the netball community.*

*Throughout the course, students will have the opportunity to:*

- *Improve their skill development in areas such as ball handling, footwork, game play and strategies.*
- *Group skills including transitional play, timing of leads and communication on and off the court.*
- *Participate in strength and conditioning programs to assist their development in netball.*
- *Learn the rules and develop basic umpiring and officiating skills.*
- *Learn about nutrition and how to get the best out of yourself on game day.*
- *Develop basic injury prevention and management skills.*



*Students who select Specialised Netball could also have the opportunity to participate in local carnivals as participants, coaches or officials to enable them to apply the skills they have learnt in the course in a practical context.*

*The course will be led by staff with Netball Australia Development Coaching Accreditation.*

## *What should I be able to do at the end of the course?*

- *Display advanced skills, strategies and tactics in netball.*
- *Establish personal strengths and work towards goals to improve their own netball abilities.*
- *Develop skills to enable them to be a positive role model in the netball and general community.*
- *Have the opportunity to maximise their chances of country week and/or winter carnival netball*

*selection.*

- *Work collaboratively with team members, demonstrate leadership and achieve group goals.*

***How will this course help me in the future?***

*This course is aimed at creating a well-rounded netball player who has developed not only skills to improve their game, but skills that can help them become positive role models in the community. It also provides a solid platform for Year 11 ATAR and General Physical Education Studies and Vocational Education and Training Certificate II in Sports Coaching offered in Year 11.*

# HEALTH & PHYSICAL EDUCATION SPECIALISED SOCCER (9SOC)

*Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2*

*Prerequisite: Students must either currently play Soccer or have a past history of participation in the sport.*

## **What will I do in this course?**

*The Specialised Soccer course has been designed to help maximise the potential of talented students in all aspects of the game. The course aims to make a positive contribution to the technical, tactical, physical and mental development of players.*

*Throughout the course, students will have the opportunity to:*

- *Develop their ball mastery skills, techniques and strategies.*
- *Develop their components of fitness, specific to soccer conditioning.*
- *Improve their tactical awareness of the game and communication.*
- *Develop their skills as a coach, complete an approved Football Federation Australia (FFA) course.*
- *Develop their skills as a referee, complete an approved FFA course.*
- *Learn about nutrition and how to get the best out of yourself on game day.*
- *Organise events such as Primary School tournaments.*
- *Interact within the wider community.*



*Students who select Specialised Soccer will participate in two hours of practical coaching per week based on the National Curriculum set out by the FFA. Students will also have the opportunity to participate in local carnivals as participants, coaches or officials to enable them to apply the skills they have learnt in the course in a practical context. The course will be led by experienced staff with FFA Coaching Licence.*

## **What should I be able to do at the end of the course?**

- *Display advanced skills, knowledge and tactics in soccer.*
- *Establish personal strengths and work towards goals to improve their own soccer abilities.*
- *Display values as a role model within and outside the school.*
- *Reach their potential and maximise their chance of selection in school teams.*
- *Work collaboratively with team members, demonstrate leadership and achieve group goals.*

## **How will this course help me in the future?**

*We aim to provide an innovative and comprehensive soccer program that empowers players with a vision, inspires them to achieve personal excellence and delivers success. It will encourage students and provide the students with the skills and knowledge to take on coaching roles in the wider community.*

*This course also provides a solid platform for Year 11 ATAR and General Physical Education Studies and Certificate II in Sports Coaching.*

# HEALTH & PHYSICAL EDUCATION SPECIALISED AFL (9AFL)

*Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2.*

*Prerequisite: Students must either currently play AFL or have a past history of participation in the sport.*

## **What will I do in this course?**

*The Specialised AFL course has been designed to help maximise the potential of talented students in all aspects of the game. The course aims to make a positive contribution to the technical, tactical, physical and mental development of players.*



*Throughout the course, students will have the opportunity to:*

- *Develop their ball mastery skills, techniques and strategies.*
- *Develop their components of fitness, specific to AFL conditioning. Have access to the new weights training and fitness room.*
- *Improve their tactical awareness of the game and communication.*
- *Develop their skills as a coach, through peer coaching and organising lower school tournaments.*
- *Develop their skills as an umpire and have opportunities to umpire Primary School tournaments and interschool carnivals.*
- *Learn about nutrition and how to get the best out of yourself on game day.*
- *Interact within the wider community.*

*Students who select Specialised AFL will participate in two hours of practical coaching per week. Students will also have the opportunity to participate in local carnivals as participants, coaches or officials to enable them to apply the skills they have learnt in the course in a practical context. The course will be led by experienced staff with extensive knowledge and understanding of AFL.*

## **What should I be able to do at the end of the course?**

- *Display advanced skills, knowledge and tactics in AFL.*
- *Establish personal strengths and work towards goals to improve their own AFL abilities.*
- *Display values as a role model within and outside the school.*
- *Reach their potential and maximise their chance of selection in school teams.*
- *Work collaboratively with team members, demonstrate leadership and achieve group goals.*

## **How will this course help me in the future?**

*We aim to provide an innovative and comprehensive AFL program that empowers players with a vision, inspires them to achieve personal excellence and delivers success. It will encourage students and provide the students with the skills and knowledge to take on coaching roles in the wider community.*

*This course also provides a solid platform for Year 11 ATAR and General Physical Education Studies and Certificate II in Sports Coaching.*



# TECHNOLOGIES - INTRODUCTION

*Society needs enterprising students who can make decisions about the development and use of technologies, develop solutions to complex challenges and contribute to sustainable patterns of living. The Technologies learning area helps young people develop such employability skills as communication, initiative, teamwork, innovation, planning, collaboration, adaptability and independence.*

**Technologies:**

- *Enrich and impact on the lives of people and societies globally. In an increasingly technological and complex world, it is important to develop knowledge and skills to analyse and creatively respond to design and/or digital challenges.*
- *Motivates and engages us in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.*
- *Provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.*
- *Helps students to be regional and global citizens, capable of actively and ethically communicating and collaborating.*

*There are TWO Focus areas for Technologies.*

## **Design and Technologies**

*Through Design and Technologies students manage projects, independently and collaboratively, from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop their ability to generate innovative designed products, services and environments.*

*Design and Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:*

- *Produce designed solutions suitable for a range of Technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes.*
- *Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society.*

*In Design and Technologies students learn about technologies in society through different technologies contexts (Engineering principles and systems; Food and Fibre Production; Food Specialisations; and Materials and Technologies Specialisations) as they create designed solutions.*

## **Digital Technologies**

*Digital Technologies aims to develop the knowledge, understandings and skills to ensure that, individually and collaboratively, students:*

- *use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions.*
- *confidently use digital systems to transform data efficiently and effectively into information and to creatively communicate ideas in a range of settings.*
- *apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and understand the impact of these systems on individuals, societies, economies and environments.*

*In Digital Technologies students are provided with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. Digital Technologies is a course that has a specific curriculum and includes the practical application of the Information and Communication Technology (ICT) general capability.*

# TECHNOLOGIES – METALWORK (9METAL)

*Please note this is a semester course only. Students will not be able to select Metalwork for both Semester 1 and Semester 2.*

## **What will I do in this course?**

*The Year 9 Design and Technologies course gives students the opportunity to construct projects with increasing levels of complexity. In Metalwork, students are introduced to the Metal Lathe, Oxy–Acetylene Welding equipment, MIG welder and working with aluminium and stainless steel.*

*Students will have the opportunity to construct the following projects:*

### **Metalwork:**

- Sheet Metal Toolbox
- Hanging Basket Brackets
- BBQ Spatula

### **Plastics**

- Pizza Cutter

*Over the course of the year students will have the opportunity to incorporate their own design elements into parts of their projects. In addition to this, students will have to complete a full Design Folio for their Pizza Cutter, including looking at existing products, developing concept drawings, working out a production procedure and selecting appropriate (sustainable and ethical) materials.*

*As the projects are more complex and involve a greater range of tools, equipment and materials than what was used in Years 7 and 8, students must be even more aware of their own safety, and that of others around them. They must ensure they are being respectful to all other class members. This can be demonstrated through sharing equipment, waiting their turn, assisting others and acting in a mature and safe manner at all times in the workshop.*

## **Assessment**

*Throughout the course students will be assessed on the ‘Process and Production Skills’ strand, and the ‘Knowledge and Understanding’ strand. Each practical project will provide evidence for ‘Process and Production Skills’ which will be assessed against pre-determined criteria – focussing on the quality of workmanship, and the students’ ability to work safely and collaboratively in a workshop environment. The theory component of the course will provide evidence for both ‘Knowledge and Understanding’ and ‘Process and Production Skills’.*

## **How will this course help me in the future?**

*This course leads onto Year 10 Design and Technology: Metalwork.*



# TECHNOLOGIES – WOODWORK (9WOOD)

***Please note this is a semester course only. Students will not be able to select Woodwork for both Semester 1 and Semester 2.***

## ***What will I do in this course?***

***The Year 9 Design and Technologies course gives students the opportunity to construct projects with increasing levels of complexity. In Woodwork, students will be introduced to the bandsaw, laminating timber, constructing 'finger' joints, as well as assembling projects with more components.***

***Students will have the opportunity to construct the following projects:***

- ***Pot Stand***
- ***Carry Tray***
- ***Cutting Board***
- ***Wooden Toy***

***Over the course of the year students will have the opportunity to incorporate their own design elements into parts of their projects.***

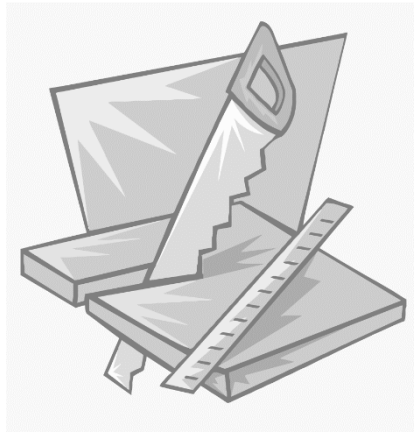
***As the projects are more complex and involve a greater range of tools, equipment and materials than what was used in Years 7 and 8, students must be even more aware of their own safety, and that of others around them. They must ensure they are being respectful to all other class members. This can be demonstrated through sharing equipment, waiting their turn, assisting others and acting in a mature and safe manner at all times in the workshop.***

## ***Assessment***

***Throughout the course students will be assessed on the 'Process and Production Skills' strand, and the 'Knowledge and Understanding' strand. Each practical project will provide evidence for 'Process and Production Skills' which will be assessed against pre-determined criteria – focussing on the quality of workmanship, and the students' ability to work safely and collaboratively in a workshop environment. The theory component of the course will provide evidence for both 'Knowledge and Understanding' and 'Process and Production Skills'.***

## ***How will this course help me in the future?***

***This course leads onto Year 10 Design and Technology: Woodwork.***



# TECHNOLOGIES – DIGITAL TECHNOLOGY (9DIGI)

**Please note this is a semester course only. Students will not be able to select Digital Technology for both Semester 1 and Semester 2.**

## **What will I do in this course?**

*The future is digital technology. Digital technology enhances and manages our lives every day. It is how we communicate; it is how we stay informed. Understanding digital technology and developing skills in this area is futureproofing for your personal and working life.*

*This is a semester-long course that will cover the following topics:*

- *Computer Hardware*
- *Data Representation*
- *Image Manipulation*
- *Desktop Publishing*
- *Word Processing*

## **What should I be able to do at the end of the course?**

*Students will be able to:*

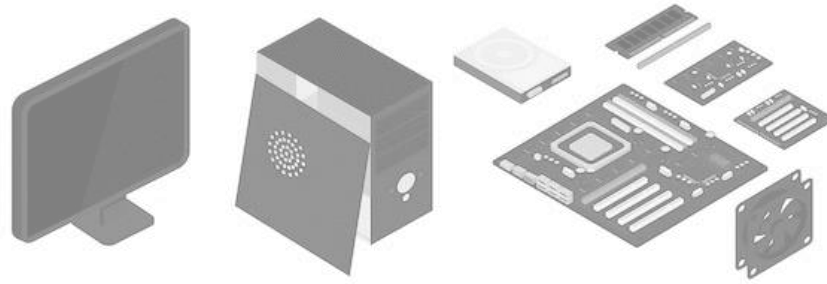
- *Understand the functionality of various parts of the computer, both internally and externally.*
- *Identify and explain how different types of data is represented on the computer system (audio, image, text and video).*
- *Learn how to edit images using a variety of skills and methods.*
- *Use desktop publishing software to make various printed material such as advertisements, flyers, magazine covers, menus and recipes.*
- *Apply the project development process to research, design and create a newspaper article.*

## **How will this course help me in the future?**

*If you are interested in digital technology, it can lead you to many opportunities in the near future, with a potential career in Business, Media and Advertising. Students wanting to continue building their computer skills can enrol in Year 10 Digital Technology.*

## **Pathways**

- **Year 10 Digital Technology**



# TECHNOLOGIES – TECHNOLOGY IN THE WORKPLACE (9BTECH)

***Please note this is a Semester 2 course only. Students will not be able to select Technology in the Workplace in Semester 1.***

## ***What will I do in this course?***

***With the use of technology in workplaces, organisations have been able to increase their productivity and efficiency at a rapid pace. Processes that were once manual and time-consuming can now be achieved in a quick and efficient manner with digital tools, applications, and systems. One of the challenges is how to use technology to their advantage. This is a semester-long course that will cover the following topics:***

- ***Network File and Folder Management***
- ***Presentation Package***
- ***Web Creation***
- ***Spreadsheet***
- ***Validating Data***
- ***Cyber Safety***

## ***What should I be able to do at the end of the course?***

***Students will be able to:***

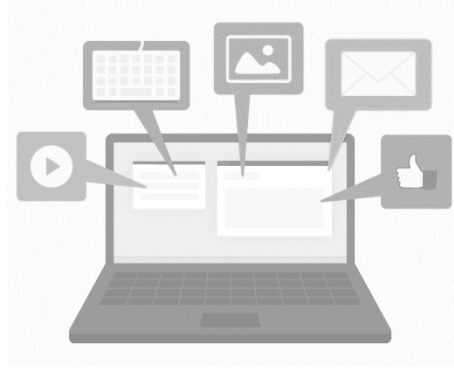
- ***Organise computer files through the use of folders on the computer network.***
- ***Use Presentation software to display information in the form of a slide show.***
- ***Apply the web development process to research, design and create a website.***
- ***Use Spreadsheet to model data, produce graphs and charts.***
- ***Create digital surveys to obtain data, analyze the results and produce a bias report from it.***
- ***Implement safe practices when using the Internet to prevent personal attacks or criminal activity.***

## ***How will this course help me in the future?***

***If you are interested in technology in the workplace, it can lead you to many opportunities in the near future, with a potential career in Business, Media and Advertising. Students wanting to continue building their computer skills can enrol in Year 10 Digital Technology.***

## **Pathways**

- Year 10 Digital Technology



# **TECHNOLOGIES – FOOD SPECIALISATION FOOD AND YOU (9YFOOD)**

***Please note this is a semester course only. Students will not be able to select Food and You for both Semester 1 and Semester 2.***

## ***What will I do in this course?***

*The focus for Semester 1 is based on meal patterns. Students will work through breakfast, snacks, lunch, dinner and dessert. They will be asked to consider where foods are produced as well as making healthier food choices when they learn about nutrition and food labels.*

## ***What should I be able to do at the end of the course?***

*Students will have achieved:*

- *A better understanding of hygiene and food safety when preparing food for others.*
- *Ability to make healthy and nutritious food choices.*
- *Improved skills in food production and presentation.*

## ***How will this course help me in the future?***

*The Food and Hospitality sectors present an expanding Australian and global employment market and is often the area that teenagers find their first job in. Success in this course will enhance students' employability and opportunities for further training in Hospitality.*

## **Pathways**

*This course leads to Year 10 Food Specialisations.*



# TECHNOLOGIES – FOOD SPECIALISATION INTERNATIONAL FOOD FOR OTHERS (9IFOOD)

*Please note this is a semester course only. Students will not be able to select International Food for Others for both Semester 1 and Semester 2.*

## ***What will I do in this course?***

*In Semester 2, students will take a culinary journey around the world. Students select dishes from different continents around the world. Then the focus will be closer to home. Students will review our Canteen Menu items and prepare dishes for others with food items being prepared as gifts.*

## ***What should I be able to do at the end of the course?***

*Students will have achieved:*

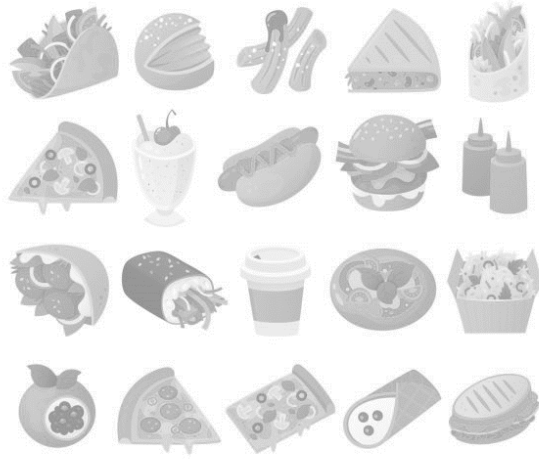
- *A better understanding of hygiene and food safety when preparing food for others.*
- *Ability to make healthy and nutritious food choices.*
- *Improved skills in food production and presentation.*

## ***How will this course help me in the future?***

*The Food and Hospitality sectors present an expanding Australian and global employment market and is often the area that teenagers find their first job in. Success in this course will enhance students' employability and opportunities for further training in Hospitality.*

## ***Pathways***

*This course leads to Year 10 Food Specialisations.*





# TECHNOLOGIES – INTRODUCTION TO JEWELLERY MAKING (9IJEWL)

*Please note this is a Semester 1 course only. Students will not be able to select Introduction to Jewellery Making in Semester 2.*

## **What will I do in this course?**

*Have you ever wanted to design and make your own jewellery? This course will supply you with the knowledge to design and the practical skills to be able to make your own jewellery from metal, acrylic, resin and more!*

*In Semester 1, you will learn the basics of jewellery making, silver soldering, making rings and pendants.*

## **Students will:**

- *Develop knowledge of materials which can be used in jewellery making*
- *Learn the skills and techniques required for making jewellery out of metal*
- *Develop design skills and create products to meet a brief*
- *Learn to apply the elements and principles of design to their work*

## **What should I be able to do at the end of the course?**

### **Students will be able to:**

- *Design and create jewellery from metal, enamel, resins and plastics.*
- *Create pieces of jewellery, such as pendants, rings and bangles using multiple techniques such as:*
  - *Casting*
  - *Soldering*
  - *Enamelling*
  - *Moulding*
  - *Shaping*
- *Use workshop equipment and tools in a safe and confident manner.*

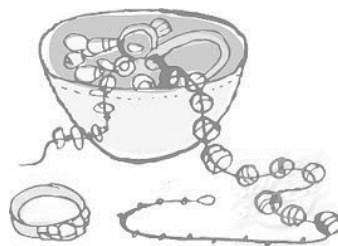
## **How will this course help me in the future?**

*This course is designed to develop your practical skills and knowledge of Jewellery design and manufacture.*

*The skills and knowledge gained from this course are useful for careers in the Design industries, Creative industries, Media, Advertising and Marketing.*

## **Pathways**

*This course will lead onto Year 10 Jewellery.*



# TECHNOLOGIES – DESIGNING JEWELLERY (9DJEWL)

**Please note this is a Semester 2 course only. Students will not be able to select Designing Jewellery in Semester 1.**

## **What will I do in this course?**

**Have you ever wanted to design and make your own jewellery? This course will supply you with the knowledge to design and the practical skills to be able to make your own jewellery from metal, acrylic, resin and more!**

**In Semester 2, advance your jewellery making skills, making soldered nickel silver rings, bracelets, copper bangles and enamelling.**

### **Students will:**

- **Develop knowledge of materials which can be used in jewellery making**
- **Learn the skills and techniques required for making jewellery out of metal**
- **Develop design skills and create products to meet a brief**
- **Learn to apply the elements and principles of design to their work**

## **What should I be able to do at the end of the course?**

### **Students will be able to:**

- **Design and create jewellery from metal, enamel, resins and plastics.**
- **Create pieces of jewellery, such as pendants, rings and bangles using multiple techniques such as:**
  - **Casting**
  - **Soldering**
  - **Enamelling**
  - **Moulding**
  - **Shaping**
- **Use workshop equipment and tools in a safe and confident manner.**

## **How will this course help me in the future?**

**This course is designed to develop your practical skills and knowledge of Jewellery design and manufacture.**

**The skills and knowledge gained from this course are useful for careers in the Design industries, Creative industries, Media, Advertising and Marketing.**

## **Pathways**

**This course will lead onto Year 10 Jewellery.**



# TECHNOLOGIES – PROGRAMMING & ROBOTICS (9PROB)

*Please note this is a semester course only. Students will not be able to select Programming & Robotics for both Semester 1 and Semester 2.*

## *What will I do in this course?*

*In today's fast paced world of technology, it has become critical to gain skills in programming and robotics. Education experts say it is always prudent to start learning these skills at a young age to build a foundation for problem-solving and critical thinking. Learning programming and robotics will benefit our society in the near future.*

*This is a semester-long course that will cover the following topics:*

- Scratch Programming
- Lego Robotics

## *What should I be able to do at the end of the course?*

*Students will be able to:*

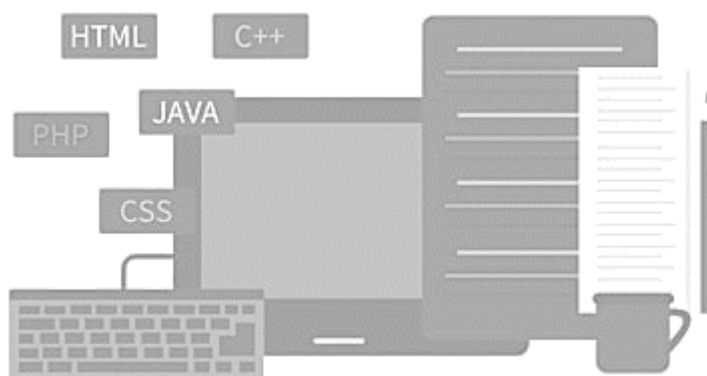
- Understand the functionality of Scratch as a programming language where you can create your own interactive stories, games and animations on the computer.
- Understand the functionality of Lego Mindstorms through hardware and software, which together, develop programmable robots based on Lego building blocks.

## *How will this course help me in the future?*

*If you are interested in programming and robotics, it can lead you to many opportunities in the future, with a potential career as a Programmer, Software Developer and/or Games Developer. Students wanting to continue building their computer skills can enrol in Year 10 Programming & Robotics.*

## *Pathways*

*This course will lead onto Year 10 Programming & Robotics.*



# TECHNOLOGIES – LEARN TO CODE: GAMEMAKER & PYTHON PROGRAMMING (9CODE)

*Please note this is a Semester 2 course only. Students will not be able to select Learn to Code: GameMaker & Python Programming in Semester 1.*

## **What will I do in this course?**

*Wherever we look at, whatever we use, it always has something to do with technology. Whether it's the apps on our smartphones to the console games we play online. All of them have come from programming. Besides learning how to code, you'll be encouraged to think critically, build creativity, be adaptive and overcome any problem that arises.*

*This is a semester-long course that will cover the following topics:*

- *GameMaker*
- *Python Programming*

## **What should I be able to do at the end of the course?**

*Students will be able to:*

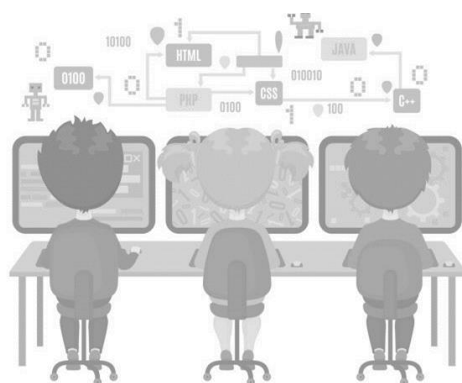
- *Understand the functionality of GameMaker as a programming language, where you can create games with 2D graphics using drag and drop functions on the computer.*
- *Understand the functionality of Python Programming for creating various programs relating to data analysis and data visualization.*

## **How will this course help me in the future?**

*If you are interested in programming, it can lead you to many opportunities in the future, with a potential career as a Programmer, Software Developer and/or Games Developer. Students wanting to continue building their computer skills can enrol in Year 10 Programming & Robotics.*

## **Pathways**

*This course will lead onto Year 10 Programming & Robotics.*





# TECHNOLOGIES – INTRODUCTION TO TECHNICAL GRAPHICS (9ITGR)

**Please note this is a Semester 1 course only. Students will not be able to select Introduction to Technical Graphics in Semester 2.**

## **What will I do in this course?**

*In Introduction to Technical Graphics, students will learn how to draw 2D and 3D technical objects using a variety of techniques. Learn how to use 3D modelling software and 3D print your designs.*

### **Students will:**

- *Learn to use a wide selection of Computer Aided Design and Drafting programs.*
- *Develop knowledge and skills associated with engineering drawing to Australian Standards.*
- *Develop an understanding of basic plane geometry construction techniques and develop skills in the use of desk drawing equipment.*

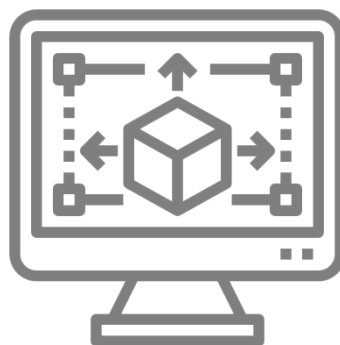
## **What should I be able to do at the end of the course?**

### **Students will be able to:**

- *Use computer software competently to complete set drawing tasks. Including Auto Cad and Autodesk Inventor.*
- *Draw using a wide variety of 2D and 3D techniques, including Orthogonal, Isometric, Oblique, Perspective drawing.*
- *Model objects in 3 Dimensions.*
- *Use the design process to provide a suitable solution to a given situation.*
- *Evaluate their work and where necessary make the appropriate corrections to Australian Design Standards.*

## **Pathways**

*This course will lead onto Year 10 Technical Graphics.*



# TECHNOLOGIES – TECHNICAL GRAPHICS & 3D MODELLING (9MTGR)

*Please note this is a Semester 2 course only. Students will not be able to select Technical Graphics & 3D Modelling in Semester 1.*

## **What will I do in this course?**

*In Technical Graphics & 3D Modelling, you will expand your knowledge and skills in the drafting of 2D and 3D objects on paper, and further develop your knowledge and abilities in 3D modelling and printing.*

### **Students will:**

- *Learn to use a wide selection of Computer Aided Design and Drafting programs.*
- *Develop knowledge and skills associated with engineering drawing to Australian Standards.*
- *Develop an understanding of basic plane geometry construction techniques and develop skills in the use of desk drawing equipment.*

## **What should I be able to do at the end of the course?**

### **Students will be able to:**

- *Use computer software competently to complete set drawing tasks. Including Auto Cad and Autodesk Inventor.*
- *Draw using a wide variety of 2D and 3D techniques, including Orthogonal, Isometric, Oblique, Perspective drawing.*
- *Model objects in 3 Dimensions.*
- *Use the design process to provide a suitable solution to a given situation.*
- *Evaluate their work and where necessary make the appropriate corrections to Australian Design Standards.*

## **Pathways**

*This course will lead onto Year 10 Technical Graphics.*



# TECHNOLOGIES – FASHION AND TECHNOLOGY (9FASHT)

**Please note this is a Semester 1 course only. Students will not be able to select Fashion and Technology in Semester 2.**

## **What will I do in this course?**

*This is a highly practical, fun and creative course in which students use textile materials, sewing machines and overlockers for the construction of garments and textile items for themselves and their rooms.*

*The focus for this course is based on students exploring the characteristics of materials, care labels and commercial sewing pattern. They will develop greater practical skills and awareness of materials for garments as well as investigating designers in the fashion industry. Projects may include making bags, boxer shorts, sleep pants.*

## **What should I be able to do at the end of the course?**

**Students will:**

- Apply process and production skills to create textile products.
- With assistance, use a commercial sewing pattern to construct textile projects or garments.
- Safely operate a sewing machine and overlocker.
- Use hand sewing skills confidently.
- Become aware of the factors for the care of garments.
- Have a better understanding of a chosen designer's career path.
- Work independently and collaboratively on projects.
- Be able to identify characteristics and properties of materials selected for use.

## **How will this course help me in the future?**

*The skills and knowledge are useful for a career or interests in the fashion industry, theatrical and costume making, craft work, interior design, advertising, marketing and general life skills.*

*This course will also assist in enhancing students' employability skills with regards to effective communication, problem solving and cooperation.*

## **Pathways**

**This course will lead onto Year 10 Fashion**

**Note: Students who wish to take part in this area of study will be required to purchase some of their own fabrics and patterns.**





# TECHNOLOGIES – FASHION AND FABRIC CREATIONS (9FASHF)

**Please note this is a Semester 2 course only. Students will not be able to select Fashion and Fabric Creations in Semester 1.**

## **What will I do in this course?**

**This is a highly practical, fun and creative course in which students use textile materials, sewing machines and overlockers for the construction of garments and textile items for themselves and their rooms.**

**In this course, students may work with stretch fabrics and patterns, explore interior design, work with garments to recycle and upcycle and make other decorative projects. Projects may include jumpers, hoody, skirts, tops, decorative toys and cushions.**

## **What should I be able to do at the end of the course?**

**Students will:**

- **Apply process and production skills to create textile products.**
- **With assistance use a commercial sewing pattern to construct textile projects or garments.**
- **Safely operate a sewing machine and overlocker.**
- **Use hand sewing skills confidently.**
- **Become aware of the factors for the care of garments.**
- **Have a better understanding of a chosen designer's career path.**
- **Work independently and collaboratively on projects.**
- **Be able to identify characteristics and properties of materials selected for use.**

## **How will this course help me in the future?**

**The skills and knowledge are useful for a career or interests in the fashion industry, theatrical and costume making, craft work, interior design, advertising, marketing and general life skills.**

**This course will also assist in enhancing students' employability skills with regards to effective communication, problem solving and cooperation.**

## **Pathways**

**This course will lead onto Year 10 Fashion**

**Note: Students who wish to take part in this area of study will be required to purchase some of their own fabrics and patterns.**



# TECHNOLOGIES – CARING FOR CHILDREN AND CRAFTS (9CARE)

*Please note this is a Semester 1 course only. Students will not be able to select Caring for Children and Crafts in Semester 2.*

## **What will I do in this course?**

*If you enjoy craft, learning about yourself and caring for children, then this is the course for you!*

*The focus for this course is based on using crafts to learn about caring for children. Practical activities will include making a bib for a baby, a storybook with puppets for a toddler. Students will have the opportunity to participate in the 'Virtual Baby' program and take part in activities that develop an understanding of parenting and play.*

## **What should I be able to do at the end of the course?**

*Students will gain important knowledge in child development and personal development such as*

- *Stages of development.*
- *Looking after a baby.*
- *Relationships and connections.*
- *Personal hygiene.*

## **How will this course help me in the future?**

*If you are interested in craft and caring for children this course can lead on to many opportunities in the childcare industry, education, health or community services.*

## **Pathways**

*This course continues in Year 10 and provides a strong background for entering the General Children, Family and Community course or the Certificate II Community Services course offered in Year 11 and 12.*



# TECHNOLOGIES – CHILDCARE AND CREATIVE CRAFTS (9CHILD)

**Please note this is a Semester 2 course only. Students will not be able to select Childcare and Creative Crafts in Semester 1.**

## **What will I do in this course?**

**If you enjoy craft, learning about yourself and caring for children, then this is the course for you!**

**In this course, students will explore the many factors that may impact on their self-esteem, self-concept and wellbeing; examine their relationships and connections with those around them and their place in the world. The overarching theme is one of gratitude and kindness. The practical tasks will include a 'dreamboard' – presenting information about themselves, skin and hair care skills and knowledge; learning about the importance of personal hygiene.**

## **What should I be able to do at the end of the course?**

**Students will gain important knowledge in child development and personal development such as**

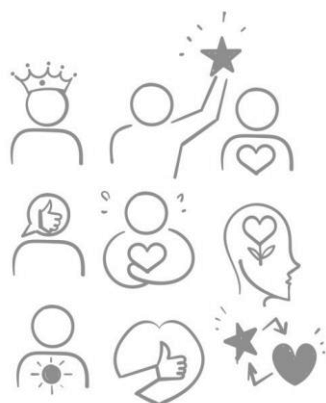
- **Stages of development.**
- **Looking after a baby.**
- **Relationships and connections.**
- **Personal hygiene.**

## **How will this course help me in the future?**

**If you are interested in craft and caring for children this course can lead on to many opportunities in the childcare industry, education, health or community services.**

## **Pathways**

**This course continues in Year 10 and provides a strong background for entering the General Children, Family and Community course or the Certificate II Community Services course offered in Year 11 and 12.**



# LANGUAGES – FRENCH (9FRE)

*Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2.*

## **What will I do in this course?**

*The Year 9 French Second Language Course builds on the skills, knowledge and understanding developed in Year 8. It will allow you to develop your communication skills, intercultural capability and an understanding of the role of language and culture in communication.*

### **You will:**

- *Engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services.*
- *Identify information and ideas from texts related to aspects of personal and social worlds, comparing views and presenting information to inform or interest others.*
- *Convey information, ideas and opinions using different modes of presentation.*
- *Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects.*
- *Create imaginative texts to inform or entertain, or to convey experiences or express ideas.*

## **What should I be able to do at the end of the course?**

### **You will be able to:**

- *Use French to initiate and maintain interactions with others to discuss and compare events of significance in the lives of young people.*

## **Pathways**

*This course leads onto Year 10 French.*



# LANGUAGES – JAPANESE (9JAP)

**Please note this is a year-long course. Students will be enrolled in this elective course for Semester 1 and Semester 2.**

## **What will I do in this course?**

Over the year this course will practice how to aurally comprehend, read, write and converse on the topics of Home and Houses, My Neighbourhood, Daily Life and School. Students will review Hiragana and Katakana script from Year 8 as well as learn topic specific Kanji.

## **What should I be able to do at the end of the course?**

After completing this course students should be able to:

- Fluently read and write all Hiragana and Katakana.
- Interact with others to exchange information, ideas, opinions and/or experiences on the two themes in spoken Japanese. This can involve participating in a role-play, an interview or a conversation.
- Comprehend, interpret and respond in English to, a range of Japanese spoken texts, such as messages, conversations and interviews.
- Comprehend, interpret and respond in English to, a range of Japanese print and audio-visual texts, such as emails, blog postings, films/television programs (excerpts), advertisements, reviews and articles.
- Produce written texts to express information, ideas, opinions and/or experiences in Japanese. This can involve responding to a stimulus, such as an email, an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email.
- Demonstrate understanding of the grammar structures and vocabulary included in the unit
- Read and write all topic specific productive kanji and read all receptive kanji.

## **Pathways**

This course leads onto Year 10 Japanese.



# ENGLISH – MODERN BOARD AND TABLETOP GAMING (9BGAME)

**Please note this is a semester course only. Students will not be able to select Modern Board and Tabletop Gaming for both Semester 1 and Semester 2.**

## **What will I do in this course?**

**Modern Board and Tabletop Gaming** dives into the enticing world of tabletop games in an exciting game where thousands of brilliant new games are created every year. Here you will not only get to play some of the amazing array of new games that enter the market each year, but you'll also be able to critically engage with the representations and themes attached to those products and discuss their effectiveness for various audiences.

Throughout the year you will become familiar with the different genres of board game. Perhaps you'll be battling to survive the zombie hordes in the American-style thematic game, *Dead of Winter*? Or are you trading exotic spices in a Middle Eastern market in *Century: Spice Road* -- one of the strategic, brain-burning Eurogames that tests your ability to plan ahead to the very limits! You might even find yourself at the centre of intrigue and mystery in a social deduction game such as *The Resistance*, which puts you into the role of a freedom fighter in a dreadful dystopian future.

Your class tasks will see you review board games, produce a "how to play" instructional video, and you'll even consider the marketing and thematic elements to include in a possible game of your own as you try to appeal as best as you can to particular audiences.

## **How will this course help me?**

With board games being just as diverse a form of text as any book, film, or advertisement, this is just another avenue toward understanding concepts such as representation, audience appeal, and the importance of clarity and being specific in writing and speaking. This course provides you with a fun way of developing not only your ability to communicate and collaborate with others, but also your grasp of the ways the producers of all types of texts are adapting their product to appropriately represent different people and places in the changing times of the 2020s.

Those who are interested in art can extend their repertoire of knowledge by exploring the styles of some of the excellently talented artists who specialise in this genre (one of the best of them lives right here in Western Australia!)

Along with this there's a sprinkling of challenging maths problems, history and mythology, and different opinions to come to grips with. All of this can be investigated in as much detail as you like -- even beyond our class!

## **Special requirements for this course**

No special skills are required for this course; however, the ability to speak and listen politely to others will be of great benefit.





***Australind Senior High School***

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