EPPING BOYS' HIGH SCHOOL

Stage 5

Year 9 Subject Selection Book 2015

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Contents

School Directory

Principal:	Mr T O'Brien
Deputy Principal:	Mr R David (Middle School) (7,8,9)
Deputy Principal:	Mr I Lowcock (Senior School) (10,11,12)
Head Teacher Middle School/ Teaching and Learning	Ms L Swanson
Middle School Coordinator:	Ms C Tang
Year 9 Adviser:	Mr G Kayes
School Counsellor:	Mr S Percy
Careers Adviser:	Mrs E Ramsay
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Head Teacher Administration	Mr J Bailey
Head Teacher Welfare	Mr S Martin (Relieving)
Head Teacher Learning Support	Mr I Sills

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Creative and Performing Arts	Ms N Kathryn
English	Mr N Chedra
History	Mrs C Hartley
LOTE	Mrs C Hartley
Mathematics	Mr T Garvey
PDHPE	Ms L Brierty
Science	Mr R Bradford
Social Science	Mr R Edwards
Technological and Applied Studies	Mr G Wright

Studies in Years 9 and 10

Introduction

This booklet is designed to provide a curriculum guide for students entering Year 9, 2015.

Year 8 students will be choosing their subjects for Year 9, 2015, in Week 3, Term 3, 2014. This booklet lists subjects available and provides information about the content of each course.

What does it mean at Epping Boys High School?

Students entering Stage 5 (Year 9 and 10) of their schooling, are beginning a two-year course of study which leads to the award of the Record of School Achievement (ROSA). Students will undertake a combination of compulsory (core) subjects and elective subjects in Stage 5.

Core - Compulsory Subjects
All students must meet the course objectives in each of the following courses:

English
Mathematics
Science
Australian History, Australian Geography and Civics
Personal Development Health Physical Education (PDHPE)

Elective Subjects
Students choose **three** elective subjects from the list below to be undertaken in Years 9 and 10. Two elective subjects will run as 200 hour majors and one elective subject will run as a 175 hour minor. By creating one elective minor we will be able to dedicate more time to the Boys to Men (BTM) program.

Commerce
Design and Technology
Drama
Food Technology
Geography (Elective)
Graphics Technology
History (Elective)
Industrial Technology – Electronics
Industrial Technology – Engineering
Industrial Technology – Metal
Industrial Technology - Multimedia
Industrial Technology - Timber
Information and Software Technologies (IST)
Japanese
Korean
Marine and Aquaculture Technology
Music
Photography and Digital Media
Physical Activity and Sport Studies (PASS)
Visual Arts
Business Studies/Preliminary
TAFE delivered VET subjects

Satisfying Requirements for the Award of the Record of School Achievement (ROSA)

The Principal is required to certify to the Board of Studies, Teaching & Educational Standards (BOSTES) that a student has:

- satisfactorily completed the mandatory curriculum requirements of the Board;
- attended school until the final day of Year 10 as determined by the Department of Education and Communities; *and*
- made a serious attempt at the Stage 5 assessment tasks.

The Boys to Men Program, (BTM)

The BTM period is part of a whole school approach to promoting the social and emotional wellbeing of all boys through providing an environment that promotes and develops

resilience. At Epping Boys High School we value the development of the whole student. For this reason the BTM program will run for one period per 2 week cycle from years 7 to 9.

Determining School Grades

The process of determining school grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgments (eg marks, grades, comments);
- use assessment information to make a summative judgement of each student's overall level of achievement at the end of the course;
- refer to the Course Performance Descriptors to award a grade that most appropriately describes a student's achievement.

Grades A – E will be awarded in all courses including English, History, Geography and Science. In Mathematics grades A10 to E2 will be awarded. All grades are based on school-based assessment of students' achievement with reference to performance descriptors issued by the Board of Studies, Teaching & Educational Standards (BOSTES).

How Do I Decide What Subjects To Study?

Students choosing a pattern of study for Stage 5 should consider their choices very carefully as there is only a limited opportunity to change early in Year 9 and the elective courses are studied for two years. The capacity to change is dependent on other options timetabled at the same time and available student vacancies.

Students should seek out information on the content and nature of courses. In making choices, students should talk with as many people as possible: parents, teachers, friends, relatives, the Careers Adviser and others. All can offer a fresh point of view. Only you can make the final decision. Use the time to think through the options and make realistic choices.

We will endeavour to allocate you to the elective class that meet your first three preferences but we cannot guarantee that all classes will be viable to form in 2015. We will consult with any student who is required to make a further choice.

What will influence your choice of subjects:

- **Abilities – choose subjects in which you are capable of doing well.**
- **Interests – choose subjects which interest you.**
- **Motivation – choose subject areas which you want to study and will enjoy.**

NB: Select your pattern of study carefully as courses extend over two years.

A parent/guardian and student information evening will be held in the School Hall on Tuesday 15 July 2014 from 6.00 to 8.00 pm.

Fees and contributions

It is important to be aware that many elective subjects incur a materials cost to cover the expenditure on equipment and other consumable items specifically used by your son in the activities undertaken in these courses. **These fees are compulsory.** All students have the option of choosing subjects without subject material fees. A copy of the fees schedules for Year 9 and Year 10 are following, to help in determining the total cost of each school year.

Year 9 Subject Fees and Contributions 2015

Contributions and Subject Fees Schedule:

General Teaching and Learning	$150.00	☐	All Students
	130.00*	☐	(*If more than one son attending)
e-learning Resources	90.00	☐	
Paper	15.00	☐	
Speech Day	22.00	☐	
Sports levy	20.00	☐	
BYOD	50.00	☐	

Elective Subject Fees *(This is a compulsory fee – students cannot undertake the course unless paid in full)*

Design & Technology	70.00	☐	
Drama	60.00	☐	
Graphics Technology	50.00	☐	
Food Technology	100.00	☐	
Industrial Technology Electronics	120.00	☐	
Industrial Technology Engineering	90.00	☐	
Industrial Technology Metal	100.00	☐	
Industrial Technology Multimedia	50.00	☐	
Industrial Technology Timber	80.00	☐	
Information Software Technology	90.00	☐	
Marine Aquaculture Technology	50.00	☐	
Music	70.00	☐	
Photography and Digital Media	80.00	☐	
Visual Arts	80.00	☐	

P&C

P&C General Contribution	50.00	☐	
Grounds Maintenance	50.00	☐	
P&C Building Fund (ABN:88 925 083 320)	60.00	☐	**(Tax Deductible)**

Total Paid: _____

This is an indicative fee schedule for 2015. Final figures will be communicated in Term 4, 2014.

Year 10 Subject Fees and Contributions 2015

Contributions and Subject Fees Schedule:

General Teaching and Learning	150.00	☐	All Students
	130.00*	☐	(If more than one son attending)
e-learning Resources	90.00	☐	
Paper	15.00	☐	
Speech Day	22.00	☐	
Sports levy	20.00	☐	
BYOD	50.00	☐	

Elective Subjects *(This is a compulsory fee – students cannot undertake the course unless paid in full)*

Design & Technology	70.00	☐	
Drama	60.00	☐	
Food Technology	90.00	☐	
Graphics Technology	60.00	☐	
Industrial Technology Electronics	65.00	☐	
Industrial Technology Engineering	80.00	☐	
Industrial Technology Metals	100.00	☐	
Industrial Technology Multimedia	60.00	☐	
Industrial Technology Timber	100.00	☐	
Information Software Technology	90.00	☐	
Marine and Aquaculture Technology	50.00	☐	
Music	70.00	☐	
Photography and Digital Media	80.00	☐	
Visual Arts	80.00	☐	

P&C

P&C General Contribution	50.00	☐	
Grounds Maintenance	50.00	☐	
P&C Building Fund (ABN:88 925 083 320)	60.00	☐	**(Tax Deductible)**

Total Paid: _____

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CORE SUBJECTS

YEARS 9 - 10

Australian Geography and Civics

Stage 5 Civics Geography

The course is divided into two areas: Australian History and Australian Geography, both with a Civics and Citizenship perspective.

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

This course develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Geography enables students to identify and analyse the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. Through the study of Geography students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world.

The addition of Civics forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

In Year 9, the following topics will be investigated:

1. Investigating Australia's Physical Environment:
   - The Australian continent
   - Physical characteristics making Australia unique

2. Changing Australian Communities:
   - Human characteristics making Australia unique
   - Types of communities
   - Factors causing change in Australian communities
   - Case study of one Australian community

In Year 10, the following topics will be investigated:

1. Issues in Australian Environments:
   - Overview of geographical issues affecting Australian environments
   - Two in depth geographical issues affecting Australian environments
   - Fieldwork task on a geographical issue from one of the two above issues including research action plan
2. Australia in its Regional and Global context:
   - Place of Australia in the world
   - Australia's regional and global links
   - One in depth regional and global link chosen from aid, defence, migration or trade
   - Future challenges for Australia:
     - Population
     - Human rights and reconciliation

Australian History and Civics

Stage 5 Civics History

The new NSW syllabus includes the agreed Australian Curriculum content for the mandatory History subject. It was implemented for the first time for Year 9 in 2014.

The focus of the curriculum in Year 9 provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

Year 10 will focus on The Modern World and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

In Year 9, the following will be investigated:
The Making of the Modern World

Overview – Historical Context

Depth Study 1 : Making a Better World

- Topic 1a) The Industrial Revolution

Depth Study 3 : Mandatory Core Study – Australians at War (World Wars I and II)

In Year 10, the new NSW Syllabus will be implemented as the course of study for 2015. Possible options are listed below.
The Modern World and Australia

Overview – Historical Context

Depth Study 4 : Mandatory Core Study – Rights and Freedoms (1945 – Present)

ONE topic from a choice of

Depth Study 5 : The Globalising World

Either Topic 5a) Popular Culture (1945 – Present)
OR Topic 5b) The Environment Movement
OR Topic 5c) Migration experiences (1945 – Present)

Depth Study 6 : School Developed Topic

OR Topic : The Great Depression
OR Topic : Australia in the Vietnam War Era

English Courses

In 2015, all students, regardless of their grading will follow the same English programs. These programs have been developed to encompass the four broad elements of the Australian Curriculum English Syllabus: *Reading, Writing, Speaking* and *Listening, Viewing and Representing.* The programs are sequential and have mandatory components which are assessable, as well as extension for faster groups.

English in Years 9 to 10 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning. Throughout all program requirements runs the thread of reading in the studies of fiction, non-fiction, poetry, film, drama, multimodal texts, language and wide reading.

By the end of Year 10, all students will have a common base from which senior work will progress.

1. *Writing* This takes all forms of writing from the simplest narrative to literary essays and encompasses many elements of novel, poetry and drama.

2. *Language* This moves from basic grammatical functions to sophisticated figurative devices.

3. *Speaking and Listening*
   Students are asked to develop levels of competency in oral tasks and also to appreciate the "art" of listening for knowledge, life and pleasure.

4. *Viewing and Representing*
   The viewing of various texts by students who became involved by composing images by means of visual or other texts. Representing can include activities such as graphically presenting the structure of a novel, making a film, composing a web page, or enacting a dramatic text.

5. *Multimodal Texts*
   Includes texts drawn from radio, television, newspapers, films, internet and CD ROMS.

6. *Drama* This area includes study of scripts of all types, culminating in a full Shakespearean or modern textual study in Year 10.

   As prescribed by the Board of Studies, Teaching & Educational Standards (BOSTES), all students will have the opportunity of appreciating live theatre performances (depending on availability).

7. *Wide Reading*
   This area will involve reading across a wide range of genres and assessment will be based upon appreciating the literature as entertainment and an enjoyable pastime.

In **each year** students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media and multimedia and digital texts.

Across the stage, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

Assessment in English is continuous with two main components:

1. **Assessment Tasks** These include:
   a. Responses to Literature
   b. Creative Writing
   c. Reading Tasks - comprehension exercises
   d. Viewing and Representing
   e. Speaking / Listening Tasks

2. **Class Work** - as prescribed by program work.

In Years 9 – 10:

- Half-Yearly Reports consist of 50% assessment tasks and 50% class work, which is moderated against their common assessment results.
- Yearly Reports consist of 50% assessment tasks and 50% class work, which is moderated against their common assessment results.

Mathematics

From the beginning of Year 9, Mathematics is organised into three strands: Stage 5.1, Stage 5.2 and Stage 5.3. Placement of students in classes is usually made on the basis of the level of skill shown at the end of Year 8 and ratified early in Year 9.

Stage 5.3 is intended to extend students who enjoy mathematics and is a preparation for study at higher levels in the senior school. Stage 5.3 students study algebra and trigonometry thoroughly and this prepares them for the rigorous approach taken in the senior Mathematics and Extension Mathematics courses. Deductive and logical thought is developed through a study of geometry. Students are prepared to understand statistical inference through a study of statistics and data.

The approach taken in the Stage 5.2 course is more grounded in real life and is a sound preparation for study of General Mathematics in Years 11 and 12. Students study the major areas of important practical mathematics, such as statistics and trigonometry.

Stage 5.1 strives to ensure basic skill and confidence in everyday mathematics.

The mathematics teachers will advise you on the class and level of placement which best suits your child. While it may be possible to change between the courses in Term 1 and particularly after the first test, it is less advisable to move into higher levels as the year progresses.

We assume that all students take assessments seriously and that the marks achieved reflect their best possible performance.

Stage 5.3 students will study:

- Algebraic Expressions
- Probability
- Deductive Geometry
- Indices and Sards
- Measurement
- Equations, Inequations and Formulas
- Consumer Arithmetic
- Coordinate Geometry
- Factorising Algebraic Expressions
- Statistics
- Simultaneous Equations
- Trigonometry

Stage 5.2 students will study:

- Algebraic Expression
- Probability
- Geometry
- Indices
- Perimeter and Surface Area
- Equations and Inequations
- Consumer Arithmetic
- Coordinate Geometry
- Statistics
- Formulas
- Right Angled Trigonometry

Stage 5.1 students will study:

- Using Percentages
- Solving Equations
- Using Formulas
- Calculating Probability
- Investing Money
- Linear Graphs
- Data
- Solids
- Deciphering Geometry
- Determining Capacity
- Collecting Your Own Data
- Applying Surface Area
- Constructing Patterns
- Spending Money

Authentic Assessment Task and providing effective feedback are ways in which ICTs are expected to be used.

PDHPE

Personal Development, Health, Physical Education

(PDHPE)

The PDHPE program for Year 9 and Year 10 will incorporate the following four content strands and follow on from the work they have been doing over the past two years:-

Strand 1: Self and Relationships

Strand 2: Movement Skill and Performance

Strand 3: Individual and Community Health

Strand 4: Lifelong Physical Activity

The purpose of teaching the students in these areas is to develop the knowledge, skills and attitudes required by each student to understand, value and lead healthy and fulfilling lifestyles. In achieving this it is believed that a significant contribution to preparing the students to take a responsible and productive role in society has been made.

Students will complete these content strands through two 75-minute period of Physical Education and one 75-minute period of Health Education over the current fortnightly timetable.

Topics that will be covered in these lessons are as follows:-

Health

- Healthy food habits
- Influences on health decision-making and risk behaviours
- Drug use
- Affirming diversity
- Discrimination, harassment and vilification
- Lifelong physical activity
- Planning for regular physical activity
- Roles in physical activity
- The interdependence between a sense of self, health and well being
- Supporting yourself
- Supporting others
- Empowering individuals and communities

Physical Education

- Cross-Country / Fitness
- Athletics
- Netball
- Frisbee
- Soccer
- Cricket
- Volleyball
- Football
- Modified games
- Gridiron
- European Handball

Students will be required to complete assessment tasks in the form of written assignments, practical and verbal presentations. All students will need a workbook to collate their PDHPE information.

Science

Science in Years 9 and 10 has two aims. Firstly, to prepare students for science in Years 11 and 12, and secondly, to develop science attitudes, skills and an appreciation of the role science plays in our everyday lives.

In Year 9, students are allocated to science classes based on their Year 8 yearly results. Year 9 classes are organised in three bands based upon the ability of the students. Each group may comprise of two or three classes depending on mark allocation.

The work covered by students is the same, although treatment and coverage of the Year 9 junior program will vary in depth and breadth depending on the skills and abilities of the students.

Topic tests, research projects and class work are assessable and contribute to the measurement of the student's performance in Year 9. It is expected that each student will perform to his full potential in all areas of this subject.

Year 9 Topics:

1. Periodic Table
2. Control and Coordination
3. Electricity
4. Chemical bonding and Reactions
5. Plate Tectonics
6. Disease

Year 10 Topics:

1. Waves
2. Chemical Reactions
3. Genetics and Biotechnology
4. Physics of Motion
5. Evolution

Careers Education

Year 9 students will receive information re Work Experience in term 4.

Some information sessions are available to Year 9, for example the Australian Defence Force Talk. Individual interviews may also be booked with the Careers Adviser.

Year 10 students All students are expected to participate in at least one Work Experience placement during Year 10 or Year 11. Planning and preparation sessions are held during the year.

All Year 10 students will also receive careers information via roll call, lunchtime information sessions and the Careers Newsletter. Career interest tests, plus individual interviews are available from Mrs Ramsay in the Careers Office.

Year 10 Work Experience

ELECTIVE SUBJECTS

YEARS 9 - 10

Elective Subjects Fees

Many elective subjects offered incur costs for materials. If you choose an elective subject with a fee, it is **compulsory to pay this amount.**

Subject changes can only be made in Week 4, Term 1 of Year 9. After Week 4 students cannot change subjects. The change of subject form may be collected from Mr David, Deputy Principal.

Business Studies (Accelerated) Principal approval needed

ATAR Category A

Unit Value: 2
Type of Course: Board Developed Course
Category: A
ATAR Course: Yes

Suggested Prerequisites: N/A

Course Description: Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers and employees depend on the business sector for much of their quality of life.

As a course, Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business in contexts which students will encounter throughout their lives. Conceptually, it offers learning from the planning of a small business to the management of operations, marketing, finance and human resources in large businesses. Through the analysis of contemporary business strategies the course also provides rigour and depth and lays an excellent foundation for students either in tertiary study or in future employment.

Main Topics Covered
Preliminary Course:
- Nature of Business
- Business Management
- Business Planning

HSC Course:
- Operations
- Marketing
- Finance
- Human Resources

Particular course requirements: In the Preliminary course there is a school based research project involving the planning, establishment and operation of a small business.

Commerce

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

To function competently in our democratic and pluralistic society, students of commerce develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework. Students develop to become informed and responsible decision-makers as individuals and as part of the community.

Areas of work to be covered in Year 9 will include:

- Consumer Choice
- Political Involvement
- Personal Finance
- Running a Business
- Global Links

Areas of work to be covered in Year 10 include:

- Law in Action
- Employment Issues
- Our Economy
- Towards Independence
- Buying a Car

Design and Technology

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn?
All students will learn about design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the inter-relationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of pas, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

The course requires higher order thinking and working skills. It is most appropriate for students who like to be challenged with their learning and who enjoy researching and experimenting to solve problems.

Design challenges include:

- Designing and constructing an educational toy.
- Researching the history of machines such as the much-feared 'Trebuchet', then designing and constructing a device for launching a tennis ball the furthest possible distance.
- Researching aerodynamic principles then applying them to designing and constructing a glider.
- Using the TAS 50 Watt Laser and 3D printers to produce products.
- Using a wide range of software and HD video cameras to design and produce a short film.
- Exhibition designing – model making and presentation to scale of exhibit.
- Researching concepts such as friction, aerodynamics, pulleys and gears and then designing and constructing a CO2 Dragster, capable of speeds exceeding 20m per second.

Students will attend a range of excursions, including the Powerhouse Museum and a range of industrial design manufacturers, as well as hear presentations from a range of current innovative designers.

For more information please contact the TAS faculty or consult the NSW Board of Studies, Teaching & Educational Standards (BOSTES) website
http://www.boardofstudies.nsw.edu.au/syllabus_sc/

The cost of the Design and Technology course is $70.00 in Year 9 and $70.00 in Year 10.
(There may be a slight increase due to cost of materials.)

Drama

Why study Drama?
The aim of Drama in the junior secondary school is to provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved through expression, performance, observation and reflection.

Drama is a form of action in which aspects of human experience are portrayed: it is an exploration of experiences and situations through enactment. In Drama, students learn about themselves and about others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

In the junior secondary years, Drama provides a particularly valuable means of increasing self-confidence and social awareness. Students are involved physically as well as emotionally and intellectually: the students learn through doing. Drama is, moreover, a co-operative process through which students develop the ability to share and communicate.

Drama has a body of knowledge: facts, conventions, history, skills and methods of working. The study of Drama is valuable for secondary students because it is an important form of expression and communication in almost every known culture, including those which make up Australian society.

In one way or another, Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

Skills developed in Drama
Students will develop the ability to:

- have an increased awareness and perception of the value of self and others;
- communicate with increased skill and confidence;
- work co-operatively and creatively in group situations;
- reflect and evaluate their creative work;
- create situations and characters of their own imagination;
- interpret situations and characters devised by others;
- realise scripted and non-scripted material in performance;
- enjoy theatre/film/video, and have a critical understanding of production and performance.

In Year 9, students work in the areas of improvisation, playbuilding, performance, mask and film.

In Year 10, students may work in the areas of script, Shakespeare, Greek Theatre, circus, clowning, playbuilding and performance.

All drama students are encouraged to attend theatrical outings and workshops which complement the set course and satisfy syllabus requirements. Assessable tasks will be set.

The cost of the Drama course is $60.00 in Year 9 and $60.00 in Year 10.
(There may be a slight increase due to cost of materials.)

Food Technology

The study of Food Technology provides students with an opportunity to gain an understanding of food technology and the principles of nutrition. It will enable them to make creative and effective decisions about food. Students will also develop their skills and knowledge in the selection, preparation and cooking of different foods.

Students will also learn about technology associated with processing, preparation, marketing and consumption of food in domestic, industrial and global settings.

All boys doing this course will be required to have appropriate Work, Health and Safety equipment.

The core components of the new Food Technology syllabus are as follows:

- Food Preparation and Processing
- Nutrition and Consumption

The Focus Areas that will be covered over the two-year course are:

- Food Service and Catering
- Food in Australia
- Food Trends
- Food Selection and Health
- Food for Special Needs
- Food for Special Occasions

Assessment in this course will involve students gaining experiences in the following:

- Practical work
- Class activities
- Oral reports bookwork and homework
- Assignments
- Tests

Course Outline:
The program for Year 9 and approximate time for each topic are:

Focus Areas	Unit Title	Unit Length
Food Service and Catering	Clever Catering	15 weeks
Food Preparation and Processing	Food at your fingertips	15 weeks
Food Trends	Take a picture	10 weeks

The cost of the Food Technology course is $100.00 in Year 9 and $90.00 in Year 10.
This fee includes apron, hat and hire of the toolkit.

Geography

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

Students may undertake *either* 100 hours *or* 200 hours of study in Geography (Elective) in Stage 4 and/or Stage 5.

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
- Australia's Neighbours
- Political Geography
- Interaction and Patterns along a Continental Transect
- School-developed Option

Programs must be developed from at least **three** of the eight focus areas in Geography (Elective) for 100 hours and from at least **five** of the eight focus areas for 200 hours.

Graphics Technology

Graphics is an area that has changed markedly in recent years with the inclusion of new computerised technologies.

The Graphics course is aimed at giving students a solid background in traditional technical drawing principles as well as graphics and computer-aided drawing. This background will be useful for students considering careers in all of the design areas, as well as computer graphics, software programming, architecture and the traditional engineering fields. It has great relevance to consumer education as well.

The TAS department has two computer labs, allowing each student access to a machine. We have two networked laser printers, a colour printer, scanner and a digital camera. Students will also use industry standard software products such as Photoshop, Vectorworks and all of the suites in Microsoft Office. The TAS department has a laminating machine which is used to present student work in a professional manner.

The course covers traditional areas such as:

- Orthogonal drawing
- Isometric drawing
- Perspective drawing
- Architectural drawing
- Engineering drawing
- Landscape drawing
- Product illustration

The course combines new experiences in:

- Product drawing and rendering (using specialised papers and hand rendering techniques)
- CAD (Computer Aided Drawing/Design)
- 3D Modelling
- 3D architectural drawing
- 3D Landscape drawing

Students are encouraged to be neat and organised in general class work and assignments. This is seen as an essential skill, valued by all potential employers and universities.

At the end of the course each student will have a portfolio of a variety of drawings which can be used to reinforce resumes and university applications.

The cost of the course is $50.00 in Year 9 and $60.00 in Year 10.
This fee covers access to computers, printers and all consumables used.
(There may be a slight increase due to cost of materials.)

History

History is full of fascinating stories and events and students learn best when they are motivated. This course has been developed by focusing on topics which have proven to be interesting and engaging for our students.

Using this as a basis, students are taught to think, participate, communicate and write critically and logically. It is a method of inquiry which uses a variety of topics and sources of information which are evaluated and communicated in a number of ways, aiding students to develop the essential skills required for the senior school and their future.

The use of our History Computer Learning Centre as a teaching, learning and research aid is an integral part of Elective History.

Topics studied are:

Year 9:

1. Archaeology of the Ancient World: Rome – Government, Army and Empire, Personalities, the Colosseum and Gladiators, including a film as history study -*Gladiator*
2. Medieval and Early Modern Europe, including a film as history study - *Braveheart,* incorporating studies of Hero, Villain or Victim and Crime and Punishment
3. Religion in History – The Crusades
4. School developed topic: The Renaissance

Year 10:

Turning points in history:

1. Thematic Study – Slavery through time focusing on the Americas
2. French Revolution – Reign of Terror
3. An Asian study: Indo-China and background to Vietnam War and The Killing Fields
4. Mini historical investigation as preparation for Stage 6 History
5. School developed topic: Famous assassinations in History

NB: Students may be required to view films with ratings of *M, M+* and/or *MA.* The History Faculty will issue a permission note at the commencement of the course to each student for parental signatures.

Industrial Technology - Electronics

Electronics is the technology of the new millennium! In everyday life we use electronic components to control systems. These systems include engine management systems in cars, automatic transmission control systems, washing machines, microwave ovens, mobile communications and music transmission and reception. In fact, there is hardly any aspect of modern life that does not depend on some form of electronic control. Even the clock radio that wakes you in the morning is controlled by electronic components.

It would be a big advantage for boys to have some knowledge of this technology, to have some level of control of the technology that will affect your entire life.

In this course boys will learn about the safe use of electricity, various sources of electrical power, a variety of construction bases (including bread boarding, vero board and printed circuit board), a wide range of electronic components (including resistors, capacitors, diodes, potentiometers and integrated circuits), and how to combine these to produce a functioning article.

In Year 10 boys will learn how to design their own circuits, how to print and etch their own circuit boards, how to perform a wide range of appropriate calculations and they will construct a project of their own design in semester II.

Some of the projects boys could make in IT Electronics include: audio devices, AM radio receivers, FM transmitters, FM stereo amplifiers, electronic control systems, electronic dice, moisture checkers, metal detectors and electronic games devices.

Students will learn so much in this course that will be of use to their everyday life and possibly in their future career. It is designed to promote interest and provide experience in this valuable and lucrative technology. All levels of consumer electronics will be investigated, from interested hobbyist to budding engineer.

The cost of the IT Electronics course is $120.00 in Year 9 (which includes a soldering iron, textbook and project storage box) **and $65.00 in Year 10.**
(There may be a slight increase due to cost of materials.)

Industrial Technology - Engineering

Humans have engineered solutions to problems throughout history, from making flint tools and weapons, through the invention of levers and wheels, to the current development of space stations and interplanetary vehicles.

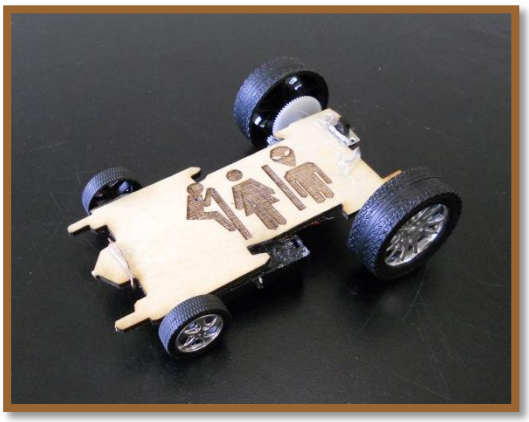
IT Engineering is a study of engineered structures, engineered mechanisms, control systems and alternative energy sources through the development of practical projects. Most of the classroom time will be spent in experimenting and making activities which will lead to the manufacture of products.

In Year 9, students will design and produce products from the following list: bridge building, tower design, wind vane and nutcracker. The engineering aspects of these products will be carefully considered and students will gain many skills in fabrication and finishing, including MIG welding and basic lathe work.

In Year 10, students will study the specialist modules of control systems and alternative energy. Control systems will require students to study mechanical, electronic and computerised control technologies, and how these technologies can be utilised in engineering applications. In Alternative Energy students will investigate sources of energy that utilise current and emerging technologies. These two specialist topics frequently have relevance to each other, so students will be encouraged to develop design brief situations that combine the two. For example, a student could design and build a wind-powered vehicle, or a solar powered robot system or a low voltage DC motor.

The staff believe this is a fascinating subject to study in Years 9 and 10, and it will be excellent preparation for any student considering Engineering Studies for Years 11 and 12.

The cost of the course is $90.00 in Year 9 and $80.00 in Year 10.
(There may be a slight increase due to cost of materials.)



Industrial Technology - Metal

Epping Boys High School has one of the biggest and best-equipped metal workshops in NSW. We have eight geared head lathes, two shapers, a vertical mill, pedestal drills, power cut-off saws, brand new shaping and bending equipment, plus an excellent welding bay with stick, MIG and gas welders. This provides an excellent learning space for students to develop and hone their metal work skills.

This is a practical base course that introduces students to a range of tools, equipment, shaping and joining techniques and safety associated with metal machinery and fabrication. Students will produce a variety of practical projects using hand tools and machinery. These projects include picture frame fabrication, pot plant holders, copper bowl hollowing, sliding bevel, toolbox and hammer.

The learning program will contain elements of metal machining, metal fabrication and sheet metal. Boys will gain skills in chrome plating, metal bluing and learning how to weld. In addition to these practical skills, they will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. As well, students will learn how to read and interpret engineering drawings and conduct case studies on the Metalworking Industry, including investigating possible career paths.

For more information please contact the TAS faculty or consult the NSW Board of Studies, Teaching & Educational Standards (BOSTES) website
http://www.boardofstudies.nsw.edu.au/syllabus_sc/

The cost of the IT Metal course is $100.00 in Year 9 and $100.00 in Year 10 with an additional cost for student-designed projects in Year 10.
(There may be a slight increase due to cost of materials.)

Industrial Technology – Multimedia

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia. Multimedia can be described as works featuring one or more of text, graphic, video, animation, hypermedia (web) or audio media components.

Core modules develop knowledge and skills in the use of a range of media types which are enhanced and further developed through the study of specialist modules.

Students often have the option to choose the media type in which they wish to specialise. Students undertake a range of practical experiences and projects that occupy the majority of course time. These experiences aim to develop knowledge and understanding of and skills in designing, producing and evaluating.

Projects may include:
- Image manipulation portfolios and posters;
- Music/audio and/or video productions;
- Professional graphic design and desktop publishing projects such as brochures, incorporating graphical and textual content;
- Animation and game creation;
- Web pages with interactive elements;
- User interface designs for computer and phone applications.

Students will gain skills in the use of industry standard software packages including:
- Adobe Photoshop;
- Adobe Flash Professional;
- Adobe Captivate;
- Adobe Dreamweaver;
- Adobe InDesign;
- Adobe Acrobat Professional;
- Adobe Illustrator.

How is student achievement assessed in this course?
- Participation in practical experiences
- Examinations (theory and practical)
- Digital student portfolios

Related Senior Courses: Industrial Technology-Multimedia, Industrial Technology-Graphics, Information Processes and Technology, Software Design and Development are potential HSC courses that allow continued study in the field.

The cost of the IT Multimedia course is $50.00 in Year 9 and $60.00 in Year 10.

Industrial Technology - Timber

All students will learn about the properties and applications of timber including its diverse uses. They will study and use a range of hand tools and machines including the school's new range of Festool power tools. Students will study the processes available in both industrial and domestic settings for working with timber. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?
The major emphasis of the Industrial Technology syllabus is on students actively designing, planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Industrial Technology Timber may assist a student to gain entry to a TAFE college or an apprenticeship in Building, Carpentry, Shoplifting, cabinet making, etc. Many students could find a fulfilling career through undertaking study in this subject, but all students gain great satisfaction upon seeing the fruits of their labour. The knowledge gained in the course is invaluable for later life. A home always needs maintenance and upkeep. This course is a start to learning the skills necessary to fix a shelf, mend a broken chair leg, assemble a cupboard and so forth.

Projects in Years 9 and 10 include: DVD shelf, timber tool tray, occasional table, hall table and students make their own major project.

For more information please contact the TAS faculty or consult the NSW Board of Studies, Teaching & Educational Standards (BOSTES) website
http://www.boardofstudies.nsw.edu.au/syllabus_sc/

The cost of the IT Timber course is $80.00 in Year 9 and $100.00 in Year 10 with additional costs being met by the student for any student-initiated major project.
(There may be a slight variation to cost.)

Information and Software Technologies

Information and Software Technologies (IST) is one of the most popular electives at Epping Boys High School. It is offered as both a 100-hour and 200-hour course across Years 9 and 10. The course looks at how to make effective use of computer technology in solving problems. It focuses on using computer systems as a tool to manage data and information while emphasising the role of people in computer-based systems. Social and ethical issues associated with the use of these systems are examined.

The course has a project focus and provides a balance between theory and practical activities. Students will have regular access to up-to-date hardware, software, Internet and email facilities. The course helps students to become independent learners. Students will have opportunities to reinforce and build on those core computer competencies (ICT skills) undertaken in other courses and tested in the Stage 5 Computer Skills Test.

Most of the course assessment will be based around the in-class project work, topic tests, practical tests and formal exams.

This course includes the core topics:

- Hardware and Software;
- Data Handling;
- People and Issues; and
- Past, Current and Emerging Technologies.

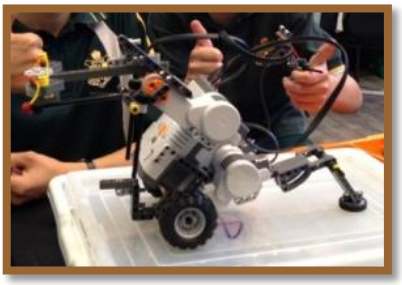
Several computing courses are available in the Senior School including Software Design and Development, Information Processing and Technology. Although there are no pre-requisites for these senior courses, the junior IST course has been designed to provide students with the foundation knowledge and skills relevant for these senior courses. In particular, students have the opportunity to work in groups on project work similar to work style used in the senior courses. All tasks have been purposefully designed to cater for students with a broad range of abilities including Gifted and Talented students.

200 Hour Course – Year 9 and Year 10
The course is broken up into **six** separate term units integrating the core content:

Year 9
Unit 1 Internet and Website Development
Unit 2 Database Solutions
Unit 3 Software, Algorithms and Programming

Year 10
Unit 4 Robotics
Unit 5 Digital Media (Animation and Sound)
Unit 6 Game Development and Networks

The cost of the Year 9 and 10 Elective Computing Course is $90.00 per year.
(There may be a slight increase due to cost of materials.)



Japanese

As a language faculty, our goal is to encourage students to experience and appreciate different cultures by providing them with cultural experiences relevant to everyday life.

Whether a fan of *manga* and *anime*, a Japanese film buff, a ninja wannabe, or just want to know more about the culture that brought us karaoke, karate, and kendo, studying Japanese will help cater for these interests.

Why study Japanese?

- Japanese culture is amazing, cool, inspiring and even whacky at times.
- Knowing Japanese will set you apart from the crowd (and it's not hard to learn!!)
- When you learn Japanese, you gain an insider view of the culture and Japanese culture has become part of international culture.
- Japanese is a language that is so different from English that it makes you rethink your most basic assumptions about the way language works.

Benefits of studying Japanese

- Japan has one of the largest economies in the world, and as such they are one of Australia's largest trading partners. Australian tourism is also heavily influenced by Japanese.
- Japanese is a stepping stone to learning other Asian languages and their culture. The language is very similar to Chinese in script and Korean in grammar.
- The Japanese are innovators and efficiency-oriented and as such, a lot of what we see and use has come from these innovations.
- Research shows that bilingualism enhances literacy skills and cognitive development.

Course Information

Over a course of two years, students will learn how to:

- Describe themselves, friends, family and their neighbourhood;
- Talk about daily routines and what they do in their free/leisure time;
- Communicate in familiar situations e.g. restaurants, shopping;
- Get lost in Japan and navigate their way safely to their hotel.

In addition, students will be exposed to a wide variety of cultural activities that will enhance their knowledge of other subjects such as:

- **Drama** – through performing Manzai and Noh performances;
- **Music** – experiencing Taiko drumming and using songs for learning;
- **PE** – doing exercise, martial arts and sports instructed in Japanese;
- **Hospitality** – cooking food such as Okonomiyaki using recipes written in Japanese;
- **History** – learning about significant historical events;
- **Art** – calligraphy, origami, flower arrangements.

NB. Students are required to have a general understanding of Hiragana (learnt in Year 8). For students who have had no experience in Japanese, assistance will be given prior to the New Year holiday.

Korean

As we live in the Asia-pacific region, learning another language especially with our neighbouring countries is now becoming a popular subject. Learning about the cultural experiences such as martial arts, visual arts, food and k-pop will enable students to learn more about Korea.

Why study Korean?
The Korean economy is the 3rd largest in Asia after Japan, China, and 11th in the world. Choosing Korean creates valuable opportunities, and rewards you with great experiences in your work and study. Korean skills give you a competitive edge in the job market and access to a fascinating country with a 5000-year history and a very bright future.

Korean is the 16th most widely spoken language in the world, spoken by more than 78 million people. The number of Korean language learners has grown markedly in the past several decades, beyond the Korean peninsula and overseas Korean communities, due partly to South Korea's increasingly visible roles in world economy, technological innovations, and global popular culture.

Benefits of studying Korean
- It is one of the easiest Asian language to learn
- The Korean language is similar to Japanese
- Research shows that bilingualism enhances literacy skills and cognitive development
- Knowledge in a second language increases your potential business opportunities: allowing businesses planning to break into international markets; and provides understanding that communicating in your target demographic native language increases confidence and builds trust among both parties.

Course Information
Over the course of two years, students will learn how to:
- Describe themselves, friends, family and their neighbourhood
- Talk about daily routines and what they do in their leisure time
- Communicate in familiar situations eg: restaurants, shopping
- Get lost in Korea and navigate their way safely to their hotel
- Experience the cultural background of sports, food and music

In addition, there will be opportunities for students to enhance their knowledge in co-curricular subjects:
- **Visual Arts**: Calligraphy, ceramics, traditional fine arts
- **History:** The lost war, North Korea and South Korea historical events
- **Hospitality:** Getting to try Korean cuisine rice and side dishes, learning new recipes
- **PE:** Korean martial arts: Tae Kwon Do, Judo, hapkido

NB: Students are required to have general knowledge and understanding of Hanguel (learnt in Year 8). For students who have had no experience in Korean, assistance will be given to them in the holidays.

Marine and Aquaculture Technology

Marine and Aquaculture Technology in Years 7–10 fits into an emerging field of study relating to sustainability of marine and related environments. The subject provides knowledge, understanding and skills that provide the opportunity for students to make informed arguments for the maintenance of biodiversity and the sustainable use of marine ecosystems. Students will be involved in project development relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities. By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They will increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. Students are required to examine the impact of technology and human activity on the marine environment.

The syllabus contains mandatory core 1 and 2 and a sufficiently broad range of optional modules to enable students to achieve the syllabus outcomes through a course of study reflecting their interests, location and resources.

In Year 9 the Core 1 module involves learning about water safety, general first aid, maintaining equipment used in water activities and the marine environment. Students will then study the following 5 modules in 2014:

- Module 2. Mangroves, where students study the common mangrove environments at Lane Cove and Homebush Bay to establish the importance of the organisms in this particular food chain.
- Module 6. Dangerous Marine Creatures, where students learn to identify dangerous habitats and creatures and how to manage these hazards. This module will involve an excursion to Sydney Aquarium.
- Module 9. Introducing Estuaries, where students will study the fragility and complexity of the Lane Cove and Parramatta River ecosystems.
- Module 18. Fish Harvesting, where students learn the methods used to harvest marine creatures and plants for food.
- Module 19. Fishing Equipment, where students will learn assembly techniques for basic fishing tackle from readily available components, including making lures.

In Year 10 the Core 2 module involves students in advanced water safety and first aid and in management and employment opportunities in this area. The focus modules are the following:

- Module 23. Underwater Farming, which introduces the concept of the finite nature of marine resources and the feasible supplementation of sustainable yield fish farming.
- Module 28. Growing Crustaceans, where students study the relationship between basic anatomy, physiology and behaviour of crustaceans grown for human consumption.
- Module 33. Small Motor Boats, introduces the skills and theory involved in the handling and care of small motor boats. Students can choose to obtain their NSW R.M.A junior boat licence.
- Module 36. Food From the Sea introduces students to a range of edible seafood and the preparation and cooking of them.

The cost of the Marine and Aquaculture Technology Course is $50.00 per year.

Music

Music plays an important part in everyday life and provides a medium for personal expression.

Elective Music offers students the opportunity to improve their understanding of the language of music through appreciation and performance. Students develop self-confidence, teamwork, organisational skills and self-motivation.

The Stage 5 Additional Study Course for Music (Years 9 and 10) consists of:

- **Concepts** - Aural skills are developed through the study of the concepts of music. A wide variety of musical styles are explored.

- **Learning Experiences** - Music skills are developed through Performing, Composing, and Listening.
  1. **Performing** skills are developed over the two-year period. Students are expected to participate in at least one co-curricular ensemble and various concerts throughout the year. NB: All students are expected to have private tuition.
  2. **Composing** involves arranging existing music and creating original music. Score analysis and theory knowledge will be developed. Students will be expected to use the available computer software for composing and notating.
  3. **Listening** involves analysis of music we hear in order to understand a wide variety of styles.

- **Contexts** - Various styles of music are studied within their cultural and/or historical contexts.

Through the compulsory topic of Australian Music and other elective topic areas, students are able to extend their skills and understanding of music.

1. Students are also strongly encouraged to undertake private tuition.
2. Students are expected to participate in one co-curricular ensemble.

The cost of the Music course is $70.00 in Year 9 and $70.00 in Year 10. This fee includes a subscription for ICT music software.

Photography and Digital Media

This course is designed to introduce the fundamentals of photography and teach students to communicate visually through photographs. It allows opportunities for students to investigate photographic and digital media as an individual subject. This course may be undertaken alongside the Visual Arts elective course. It provides opportunities to investigate practices that uses photographic and digital technologies as their own medium.

This course provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20th century and into the 21st century.

A variety of photography and digital practices will be explored including:

- introduction to darkroom
- digital photography
- Adobe design programs
- film and video

Art History and Criticism are integral parts of the Photography and Digital Media course. They develop the student's awareness, understanding and appreciation of the nature of Photography and Digital Media and its purpose, function and meaning in both historical and contemporary contexts.

The Photography and Digital Media course includes excursions to enrich student learning by giving the boys opportunity to visit venues where they can gain inspiration for their concept development.

Towards the end of August our annual **Visual Arts Exhibition** is held. It is the culmination of the year's hard work, dedication and commitment and is a celebration of the students' creative expression. Years 9 and 10 students coordinate to set up and display the artworks for this prestigious event.

It is highly recommended for students to have a digital SLR camera for this course.

The cost of Photography and Digital Media is $80.00 in Year 9 and $80.00 in Year 10.

PDHPE

Physical Activity and Sport Studies

Physical Activity and Sport Studies is an excellent introductory course for the students who wish to complete the 2 Unit Personal Development, Health and Physical Education course for their Higher School Certificate (HSC).

This course promotes the concept of self-awareness through theoretical and practical experiences which encourage the student to aspire to their physical potential. This course is not only designed for students who regularly train and participate in physical activity, it also caters for those students who have a genuine love and an interest in the study of sport, sporting activity, movement and performance.

The Physical Activity and Sport Studies course is divided into two strands, practical and theory, which each constitute approximately 50% of the total course. Satisfactory completion of all the requirements in both strands must be met to gain a PASS GRADE in this subject.

The **practical strand** includes four practical based assessment procedures which will be related to the information being studied in the theoretical component of the course.

The **theory strand** of the course provides a knowledge base which will be reinforced by the practical sessions. Current and valid sports science information will be presented and discussed in class as well as focussing on the following areas:

1. Body systems and energy for physical activity
2. Physical Fitness
3. Nutrition and physical activity
4. Enhancing performance – strategies and techniques
5. Issues in physical activity and sport
6. Fundamentals of movement skill development
7. Technology, participation and performance
8. Event Management

Assessment will be conducted in the following areas:

Practical	4 practical assessment tasks during the year
Theoretical	Theory assessment will be based on topic, Half-Yearly and Yearly examinations
Assignments	These will require students completing personal time based research on specific topics assigned by the teacher.

Visual Arts

Visual Arts places great value on the development of students' intellectual and practical autonomy. Students achieve this through reflective action, critical judgement, understanding of artmaking and in critical and historical studies of art. It offers a wide range of opportunities for students to articulate their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

A variety of media/artmaking practices can be explored including:

- Painting
- Sculpture
- Ceramics
- Photography
- Animation
- Drawing
- Printmaking
- Graphic design
- Video Production

Art History and Criticism are integral parts of the Visual Arts course. They develop the student's awareness, understanding and appreciation of the nature of Visual Arts and its purpose, function and meaning in both historical and contemporary contexts.

The Visual Arts course includes excursions to enrich student learning by giving the boys opportunities to visit venues where they can gain inspiration for their concept development.

Towards the end of August our annual **Visual Arts Exhibition** is held. It is the culmination of the year's hard work, dedication and commitment and is a celebration of the students' creative expression. Years 9 and 10 students coordinate to set up and display the artworks for this popular event.

The cost of the Visual Arts is $80.00 in Year 9 and $80.00 in Year 10.

EPPING BOYS HIGH SCHOOL

Strive to Achieve

Subject Change Form for Students in Years 9 and 10

No change may take place after Week 4 of Term 1.
Students must see Mrs Ramsay before proposing any change to program.

Date: _____

Name: _____ of Roll Call _____

Please complete in the following order

1. Parent Signature: _____ **Parental letter attached - Yes / No**
2. Careers Adviser: _____
3. Year Adviser: _____
4. Deputy Principal: _____

Attention Head Teachers: Please do not sign off any changes that do not have Deputy Principal approval.

From: Subject and Teacher	Line/Class	Head Teacher's Signature	**To:** Subject and Teacher	Line/Class	Head Teacher's Signature

Elective Subjects	Line
1.	
2.	
3.	

Office Use Only

BOS changed: ☐
TimeChart: ☐

Enrolment Officer's initials _____

This form is to be returned to the Front Office in the Administration Block upon completion.

✂----------

Office Use Only ***OFFICE CONFIRMATION SLIP***

Class Teacher: _____ Date: _____

_____ has received approval to leave your line _____
Student Name

_____ class.
Class Name

Support Staff Signature: _____

PLEASE UPDATE YOUR RECORDS ACCORDINGLY