

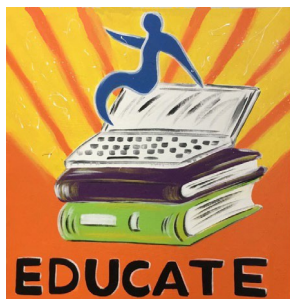
# PUNCHBOWL BOYS' HIGH SCHOOL

Subject Selection Booklet



Year 9 2024  
Year 10 2025





## Principal's message

*Dear Student,*

Your time at school is a journey, with problems to solve, lessons to learn, but most of all, experiences that shape you and moments to enjoy. You have reached a new and exciting milestone in your journey at Punchbowl Boys' High School. It is now time to think about the elective subjects and future possibilities you are interested in and passionate about studying for the next two years as you make your transition into the wider community. No one will understand your journey, your dreams, what you are good at and what makes you happy better than you. However, good advice is priceless. Below are 4 tips for choosing your subjects wisely:

### *1. Begin with the end in mind*

What is your dream? One of the most valuable things you can do is invest time now asking yourself the deeper questions. What are you passionate about? What could you imagine yourself doing ten years from now? Dream big, find your passion, understand your gifts, know your skills and remember, it is the journey and the person you become along the way that is most important

### *2. Don't be afraid to ask*

Remember that a future career is only one of the possible aspects to consider when choosing subjects. Don't avoid a subject just because it is not related to your current thoughts on a chosen career. Now is the time to explore your options, develop your character and grow your skill set. A good performance in any subject will improve your results and help you gain employment or entrance into senior or tertiary studies in the future. Information on subjects required and prerequisites for courses may change rapidly so you need to stay up to date

### *3. Find out about subjects*

You will be studying your elective subjects for two years, so find out what they are like. Ask your teachers or Head Teachers about a subject you are interested in. What resources will you need? What it will cost? What commitment will be required?

### *4. Be realistic*

Find the middle way. There is no point in taking subjects for particular careers, if those career choices are completely unrealistic. Similarly, avoid subjects you simply find way too hard. Unless your career path is crystal clear to you, it is better that you keep your options open.

At Punchbowl Boys' High School we are dedicated to supporting you every step of the way. We have high expectations which we refuse to lower, high hopes because we believe that you can achieve ... and we expect you to be grateful, even for the obstacles you encounter along the way, for those challenges will strengthen you on your journey.

Robert Patruno - Acting Principal



# The Elements of Learning and Achievement

*“Education is about being people, not inanimate things”*

*(Robinson & Aronica, 2015, p.41)*



## What are the Elements of Learning and Achievement?

The Elements of Learning and Achievement is a learning and achievement framework to support the school community in delivering holistic quality teaching to improve students’ academic and social outcomes. The Elements aim to provide students with the skills to become respectful, responsible and safe learners in a global community and ensure learning for students across stages and is based on quality educational delivery, high expectations and shared professional practices.

The core of the Elements of Learning and Achievement Framework are seven student pillars that could be described as a skill set. These pillars are incorporated into all areas across the school community to provide and reinforce the skills students require to not only engage in the learning cycle but work towards becoming successful lifelong learners. Students engaged in the Elements Framework will begin to understand that these skills are linked to everyday life and therefore work towards gaining learning and social outcomes.

The Elements provides members of the school community with the framework that incorporates the pillars of Functional Literacy, Practical Numeracy, Actions and Choices, Independent Living Skills, Health and Wellbeing, 21<sup>st</sup> Century Learner, Global Citizen into every subject area, teaching and learning program and school plan. By teaching pillars within all lessons allows students to learn new skills, constantly practice and consolidate their new knowledge, build their self-esteem, not fear new learning experiences, and most importantly understand the significance of what they are learning.

Finally, the Elements provides all stakeholders within the school community with a visual framework to demonstrate to students how the staff constantly plan to ensure that students are working towards the skill set they need towards achievement.

*“The best teachers are not only instructors. They are mentors and guides who can raise the confidence of their students, help them find a sense of direction, and empower them to believe in themselves.”*

*(Robinson & Aronica, 2015, p.109)*



# Careers Adviser

***“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”- Steve Jobs***

Your career exploration journey starts today. I highly recommend that you choose subjects you like, choose subjects you are good at and then we can work together to try and find someone that will pay you to do both. At this stage of your schooling, you should be choosing subjects:

**You enjoy** - Your feelings about a subject will have a great influence on your levels of achievement.

**In which you can do well** - Past results in a subject are usually good indicators of future achievement. However, they may not necessarily reflect ability level as poor results in the past may be due to other factors.

**Which give you skills, knowledge and attitudes useful in life** - Don't avoid subjects just because they are not related to your chosen career. You can learn useful skills and knowledge in all subjects. Good performance in any subject will improve your overall appeal to employers and training organisations.

Students of today have many more options than were available in the past. Education, employment and training opportunities and requirements are changing very rapidly. It is important that you get good, up to date, information about the subjects, careers and courses that interest you. It is also wise to get advice from teachers, parents, carers, the Careers Adviser and people connected with your areas of interest. You then need to weigh up this information and consider all of the possible consequences before deciding on the subjects you will study. You will have made a good decision if you follow this process carefully and take responsibility for your decisions by doing your best in the subjects you have chosen.

If you require any more information or assistance in making these decisions, you are encouraged to make an appointment to see me in the Careers office. I highly recommend that you also visit our Punchbowl Boys High School Careers website.

<https://www.punchbowlboyshighschoolcareers.com/>

I look forward to assisting you on your Career exploration journey.

Careers Adviser



# Elective Course Information

## Commerce

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

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

Developing skills of research, evaluation and collaborative decision-making through the study of Commerce enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.



## History Elective

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students develop an understanding that history is all around us and that historical evidence may be drawn from the physical remains of the past as well as written, visual and oral sources. They develop an appreciation of the process and role of archaeology in historical inquiry.

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. The History Elective course develops the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past. Students engage in research involving information and communication technology (ICT), including evaluating web-based sources and using a range of technologies for historical research and communication.



## Information and Software Technology

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

The study of Information and Software Technology Years 7–10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Core content of the Information and Software Technology Years 7–10 Syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.



## Physical Activity & Sports Studies (PASS)

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships. Participation in particular physical activities can be culturally significant and play an important role in the development of cultural understanding.

This syllabus promotes the concept of learning through movement. If appropriate, aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students develop an appreciation of the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.





## Music

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

The study of music combines the development of affective, cognitive and psychomotor domains in the act of making music. It allows for the expression of emotion and imagination, the intellect and the exploration of values. Music fosters an understanding of continuity and change, and of the connections between different times and cultures. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

While students will develop knowledge and skills in each of the individual areas of performing, composing and listening, the integration of experiences in these areas enhances the understanding and manipulation of the concepts of music in differing musical contexts.

The purpose of the Years 7–10 syllabus is to provide students with the opportunity to build on the knowledge, understanding, skills, values and attitudes gained in Stage 3 and encourage the desire to continue learning in formal and informal musical settings beyond Stage 5. Music Years 7–10 provides students with opportunities to extend their musical knowledge and the Music Elective course will serve as a pathway for further formal study in Music 2 in Stage 6.

The curriculum structure is adaptable enough to meet the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills.



## Visual Arts

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop 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 fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. 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.

Through effective teaching and learning, students' knowledge of the visual arts can become increasingly complex, more reflective and authoritative over time. This syllabus encourages students to become informed, interested and active citizens as participants in, and consumers of, the visual arts and contemporary culture. It encourages the creative and confident use of technologies including traditional and contemporary artforms and emerging applications in Information and Communication Technologies and digital media.

The content of Visual Arts provides opportunities for students to investigate the field of visual arts in complex and rich ways. Opportunities to investigate practice in the visual arts contribute to students' creative and interpretive achievements and the works they produce. These opportunities lead to greater understanding of the field of art through critical and historical studies. Such a focus also offers practical and theoretical insights into some of the post-schooling opportunities available to students, in tertiary, vocational and world of work settings.

The conceptual framework proposes ways to understand and investigate relations between and amongst the agencies of the artist – artwork – world – audience. These functions or agencies when considered in the light of the structural, subjective, postmodern and cultural frames generate content for making and studying artworks.



## Arabic

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances critical and creative thinking.

The Arabic language is widely spoken by over 400 million people in 26 countries in the Middle East, North Africa and the Arabic-speaking diaspora. It is also one of the official languages of the United Nations. Since the end of the 19th century, large communities of Arabic speakers have migrated to places such as the United States, Europe and Australia.

Arabic language and culture represent an important part of the linguistic and cultural diversity of Australia. Arabic-speaking communities have made significant contributions to the development and enrichment of Australian multicultural society, in areas such as commerce, agriculture, industry, health and education.

The ability to communicate in Arabic provides incentives for travel and for more meaningful interactions with speakers of Arabic, encouraging sociocultural understanding between Australia and Arabic-speaking communities, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Arabic-speaking communities to Australian society, and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Arabic language skills and understanding of their cultural heritage.



# Individual subject contributions

Contribution	Year 9
Voluntary Contribution NOTE: THIS INCLUDES MATERIALS USED IN ENGLISH, MATHEMATICS, SCIENCE, HSIE, LANGUAGES, MUSIC, LIBRARY, CAREERS & PD/H/PE	\$90.00
Visual Arts	\$40.00 \$10.00 per term

## Some tips to help you choose

- ✦ Choose subjects in which you have a real interest in.
- ✦ Choose subjects in which you might have already shown you have ability.
- ✦ Seek the advice of the School Careers Adviser.
- ✦ Seek the advice of your Year Adviser and current teachers.
- ✦ Ask students in Years 9 and 10 about the content and difficulty of subjects.
- ✦ Be honest in recognising your abilities and choose subjects you can handle.
- ✦ Do not take a subject just because your friends are taking it.

