

PITTWATER HIGH SCHOOL ELECTIVE INFORMATION YEAR 9 2024



Alannah Paul

Abbie Parsons

Subject Selection Timeline Term 3

Week 4 Term 3

Tuesday 8 August 2023 5-6pm	Year 9 Elective Presentations from Head Teachers and Key Teaching Staff in the Hall
Tuesday 8 August 2023 6pm	Subject Selection Link Opens on Edval

Week 5 Term 3

Monday 14 August 2023 9pm	Subject Selection Link Closes
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ELECTIVE INFORMATION

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Elective Courses (Choose 2 x 200 hour courses and 1 x 80 hour course)

PART A: 200 Hour Courses

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Requirements

Curriculum Pattern of Study for Year 9 2024

Students are required to undertake Core Courses and Elective Courses in their pattern of study. Below is a list of Core and Elective Courses offered at Pittwater High School.

Core Courses(Compulsory)

- English
- Mathematics
- Science
- Australian History, Civics & Citizenship
- Australian Geography, Civics & Citizenship
- Personal Development, Health and Physical Education (PDHPE)
- Sport
- Careers – Rotational plus 1 week of optional work experience
- All My Own Work (prior to commencing Year 11 Pattern of Study)

Elective Courses (Choose 2 x 200 hour courses and 1 x 80 hour course)

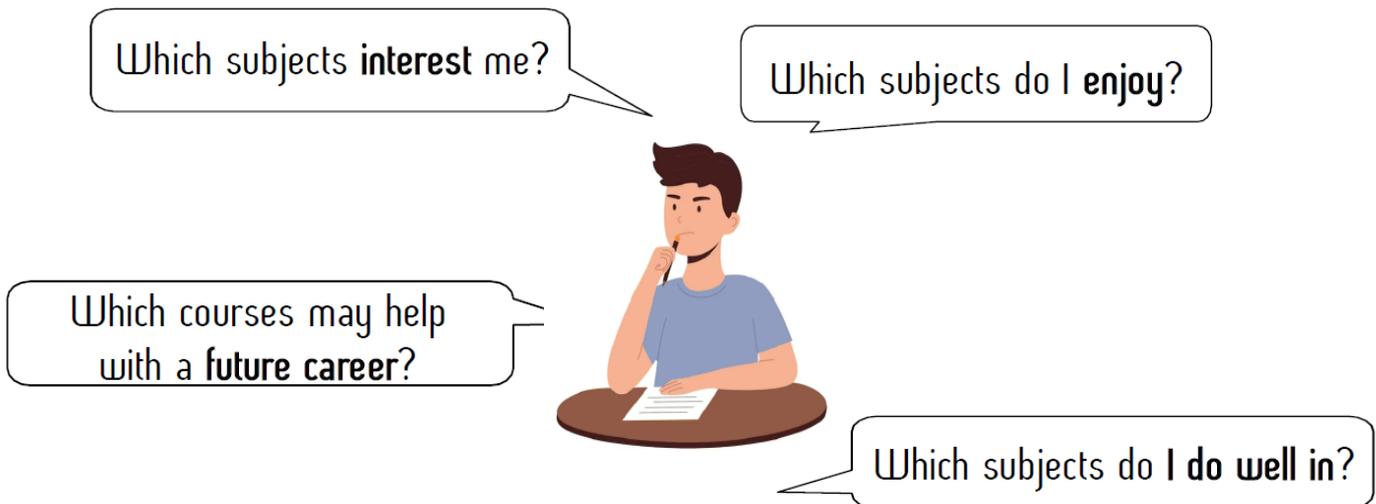
FACULTY	ELECTIVE SUBJECT	HOURS
Creative and Performing Arts (CAPA)	• Ceramics	80
	• Creating Comedy Characters	80
	• Drama	200
	• Music	200
	• Musical Theatre	80
	• Visual Arts	200
English	• Film Studies	80
	• Journalism	80
	• Philosophy	80
Human Society and its Environment (HSIE)	• Commerce	200
	• Explosive History	200
	• International Studies	80
	• Aboriginal Studies (Accelerated)*	200
Languages	• German	200
	• Japanese	200
Personal Development, Health and Physical Education (PDHPE)	• Physical Activity and Sport Studies (PASS200)	200
	• Physical Activity and Sport Studies (PASS80)	80
	• Child Studies	200
	• Dance	200
Science	• Investigating Science (Accelerated)*	200
	• Agricultural Science	200
Technological and Applied Studies (TAS)	• Design & Technology	200
	• Industrial Technology - Timber	200
	• Industrial Technology – Multimedia (Accelerated)*	200
	• Textiles Technology	200
Vocational Education & Training (VET)	• Food Technology Year 9 100 hrs, Hospitality Year 10 100 hrs	200

***Accelerated - Offered to selected students only, by invitation**

Making Elective Choices

Students entering Years 9 and 10 at Pittwater High School will have the opportunity to choose from a wide range of elective courses. It is a time when they can explore their interests and try new subjects.

When choosing elective courses students should consider the following questions:



Before making your choices, please read this subject information booklet carefully and discuss with the relevant Head Teachers, Subject Teachers and your family.

Students are required to study two x 200 hour courses and 1 x 80 hour course throughout Years 9 and 10. During Year 10, students will continue in their two elected 200 hour courses and only the 80 hour course will change (note Food Technology/Hospitality is made up of 2 x 100 hours, totaling **200 hours**; therefore a 200 hour course).

Your first choice may not be available and another choice may be used instead. You will be asked to select one 100 hour and one 80 hour 'reserve' choice just in case.

There is no guarantee that all of the courses will run. **The final elective courses to be offered will depend on the number of students requesting the course and the overall demands of the school curriculum and staff availability.** The final decision will rest with the Principal.

Changing Courses It is important that decisions regarding elective courses are made carefully as they are generally binding from the start of Year 9. Occasionally a change may be possible early in Year 9 but generally, students are committed to electives until the course is completed. No electives will be changed beyond Week 3 of Term 1 2024.

How to Submit your Selection:

Along with this Booklet, you will receive an email that explains the on-line process for subject selection. The email will contain your identification for the process and outline how to access the site and make your choices along with the deadline for choices.

When you are ready to submit your selections go online to <https://my.edval.education/login>

You will need to access your @education.nsw.gov.au email address to retrieve your code

Fees and Further Information Year 9

Further Information to Note

- Lines (which subjects are on at the same time) are determined by students' choice of elective subjects. The choice will be limited by the availability of staff, class sizes (minimum and maximum numbers) and by the number of teacher experts in any given subject.
- **All** electives terminate at the end of Year 10. If you study a language in Year 9 and 10 and wish to continue with it in the Senior Years you will be placed in a Continuers' class. Those who do not study a language in Years 9 and 10 may select the Beginners' course in the Senior Years.
- The 200 hour courses contribute to the award of a Record of School Achievement (**ROSA**).
- There are **consumable costs** associated with elective courses. These costs must be paid at the commencement of each course and are not optional.
Please Note: Elective Course Fees can be subject to change.

Fees for Elective Subjects

Consumable Costs for Electives in 2024

Elective	Cost \$	Elective	Cost \$
Agricultural Science	55	Industrial Technology - Timber	95
Child Studies	50	International Studies	20
Ceramics	90	Investigating Science (Accelerated)	50
Commerce	20	Japanese	40
Creating Comedy Characters	50	Journalism	20
Dance	50	Music	50
Design & Technology	90	Musical Theatre	50
Drama	50	Philosophy	20
Film Studies	20	Physical Activity & Sport Studies PASS 200hr	90
Food Technology/Hospitality Year 9	100	Physical Activity & Sport Studies PASS 80hr	45
German	40	Textiles Technology	75
History – Explosive History Industrial	20	Visual Arts	80
Technology Multimedia (Accelerated)	75	Aboriginal Studies	30

As advised by the Department of Education and Communities "***schools may charge students for the purchase of materials used and consumed in particular courses***".

Please note the costs associated with elective courses above.

These costs should be kept in mind when making course choices.

Alison Gambino
Principal

Katrina Purvis
Deputy Principal

PART A

200 HOUR COURSES

CHOOSE 2

ABORIGINAL STUDIES (Accelerated)

Course Description

The **Year 11 course (completed in Years 9 & 10)** focuses on Aboriginal peoples' relationship to the Land, Aboriginal heritage and identity, and an historical examination of colonialism, racism and prejudice from pre- contact times to the 1960s.

The course also includes the development of skills in culturally appropriate research and inquiry methods.

The **Year 12 course (completed during Year 11)** provides for in depth study of legislation, policy, judicial processes and current events from the 1960s. During the course, students will undertake consultation with Aboriginal communities and will study the course through the experiences of national and international Indigenous communities. Students apply research and inquiry methods through the completion of a major project.

How is this subject assessed?

Year 9 & 10

Part 1: Aboriginality and the Land (20%) – Aboriginal peoples' relationship to Country – Dispossession and dislocation of Aboriginal peoples from Country – Impact of British colonisation on Country.

Part 2: Heritage and Identity (30%) – The Dreaming and cultural ownership – Diversity of Aboriginal cultural and social life – Impact of colonisation on Aboriginal cultures and families – Impact of racism and stereotyping.

Part 3: International Indigenous Community: Comparative Study (25%)

– Location, environment and features of an international Indigenous community – Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to Aboriginality and the Land; and Heritage and Identity.

Part 4: Research and Inquiry Methods: Local Community Case Study (25%) Methods and skills relating to; community consultation; planning research; acquiring information; processing information; communicating information.

Year 11

Part 1: Social Justice and Human Rights Issues (50%) **A) Global Perspective (20%)** Global understanding of human rights and social justice **AND B) Comparative Study (30%)** A comparative case study on an Aboriginal and international Indigenous community, in relation to the following topics: Health Criminal Justice.

Part 2: Case Study of an Aboriginal community for each topic (20%) **A) Aboriginality and the Land** – The Land Rights movement and the recognition of native title; government policies and legislation; non- Aboriginal responses.

Part 3: Research and Inquiry Methods – Major Project (30%) Choice of project topic based on student interest and Community Consultation.

Can you do this subject in the Senior Years?

This course is only for students who have been invited to study accelerated Aboriginal Studies.



For further information, please see Ms Wanschers/Ms Silk Relieving HT HSIE, in the HSIE Staffroom.

AGRICULTURAL SCIENCE

Course Description

The need for food and fibre is continually increasing as the world population expands. The Agricultural Science course is not only about 'doing'. More importantly, it is about understanding, questioning and applying the principles of productivity, sustainability, economics, welfare and marketing for a range of case studies.

Students will gain access and insight to a range of species, industries and technologies as they develop their ability to solve problems, undertake investigations, research and communicate their findings.



Case studies may vary but frequently include some or all of the following:

Year 9

- Mushroom production
- Meat bird production
- Crop and fish production (aquaculture)
- Lamb production

Year 10

- Insects as an alternative source of protein
- Potato production
- Alpaca fleece

Assessments

Assessments can be comprised of experimental write ups, exams, research tasks and practical activities.

FAQ's

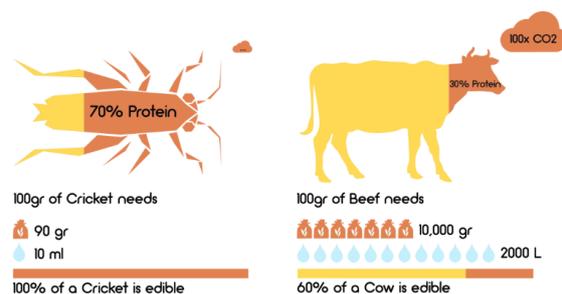
Q - Do I need to have taken Agriculture in Year 8 to do it in Year 9?

A - Not at all! No prior knowledge is assumed, and any student interested can access this course

Q - Can this subject be taken in the senior years

A - Yes! There is a 2-unit ATAR subject available for Y11 and 12. Please note, you do NOT need to have taken Agricultural Science in Y9/10 to undertake it at a senior level.

Please use this link to see Agriculture in Action @PHS: <https://www.youtube.com/watch?v=i0V5Mg6V9yE>



For further information, please see Dr Griffin in the Learning Centre.

CHILD STUDIES

Course Description

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence parental development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

What will students learn about?

Students participate in learning through activities related to the following content and modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities.



Each module is approximately 15 – 30 hours in length.

How is this subject assessed?

Students will complete a variety of assessments, including a range of practical research projects both as individuals and in groups.

Skills that students develop in this course may lead them into careers such as childcare, family/community health work, teaching, sports coaching, social work or nursing just to name a few.

Can you do this subject in the Senior Years?

Yes, this subject will support the learning of Community and Family Studies in the Senior Years.

For further information, please see Ms Schmutter, HT PDHPE in the PDHPE Staffroom.

COMMERCE

Course Description

Commerce has a flexible syllabus, which permits the course to be particularly appropriate to this school's strong business orientation. Many students and parents would appreciate the chance to establish a sound business base in their studies. This foundation is used for Senior Years subjects, like Business Studies, Legal Studies, Economics or Geography or with a view to operating their own or other people's business, or simply, to be familiar with the real world of business, law, money and records. Commerce is an invaluable subject for an informed member of society.

Students will develop:

- Knowledge and understanding of consumer, financial, business, legal and employment matters
- Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- Skills in effective research and communication
- Skill in working independently and collaboratively.



Students will value and appreciate:

- Ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- Fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship.

Topics to be studied

Year 9

Law in Action
Consumer and financial decisions
Investing
Travel
Promoting and Selling
Running a Business

Year 10

Law, Society and Political Involvement
The Economic and Business
Environment Towards Independence
Employment and Work Futures

How is this subject assessed?

Tests, assignments, reports and group tasks.

Can you do this subject in the Senior Years?

Commerce provides the perfect introduction to Business Studies, Legal Studies and Economics in the Senior Years. Some of the skills used in Commerce such as report writing and SWOT analysis form an important part of the Senior Years curriculum. Research and analytical skills developed in Commerce are also useful in Senior Geography and Society and Culture.

For further information, please see Ms Silk/Ms Wanchers Relieving HT HSIE, in the HSIE staffroom.

DANCE

Course Description

Under the guidance of our experienced senior Dance teacher, students will experience and enjoy dance as an art form through performance, composition and appreciation. In an integrated study of the practices of dance, students develop both physical skills and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms, as they choreograph, perform and analyse dances and dance forms.



Course Outline

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. Students will learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. Additionally, students will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, students will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

How is the subject assessed?

Students will be assessed on their performance, composition and appreciation of dance. They will also be assessed on their development of capabilities such as communication, collaboration, creative/critical thinking and resilience.

For further information, please see Mr Schmutter, HT PDHPE in the PDHPE staffroom.

DESIGN & TECHNOLOGY

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems. The diverse learning experiences encourage both independent and collaborative learning and the development of skills in designing, planning, managing and evaluating, which are transferable across the curriculum.

Design Projects are across a number of context areas, including Digital Technologies, Information and Communication Technologies and Material Technologies. To reinforce and document student learning, each design project has a design and production portfolio.

Course Outline

The Year 9 and 10 core module includes common content such as a holistic approach to design, design processes and the activity of designers. Practical content develops knowledge and skills in the use of tools, materials and techniques related to focus areas of design.

How is this subject Assessed?

A range of strategies are used, including the progressive evaluation of practical projects, the development of production portfolios and designer case studies.

Can you do this subject in the Senior Years?

Yes. Studying Design and Technology in Years 9 and 10 helps students successfully complete the following senior subjects:

- Design and Technology
- Industrial Technology Timber
- Industrial Technology Multimedia

Career paths in the design industry are wide and can include graphic design, product design, interior design, industrial design, landscape design, jewellery design, architecture and fashion design.

Additional information:

For further information please see Mr Hamed, Relieving HT TAS or Ms Seares in the TAS staffroom.



DRAMA

Course Description

The Drama course in Year 9 and 10 aims to provide students with experiences in improvisation, play building and scripted drama, as well as observation of theatrical performances and opportunities for students to perform in front of a growing range of audiences. The course also diverges away from solo performance and towards expression in a range of mediums such as design and script development.

Course Outline

1. Improvisation – development of spontaneous creative skills including the ability to co-operate as part of a group.
2. Tragic Duologues and Comedy Sketches.
3. Elements of production – coordination, design and use of costumes, props, sound effects and scenery to enhance atmosphere and dramatic effect.
4. Voice and Movement – experiences in movement (physical theatre), use of space and stagecraft.
5. Play building – scenes from scripts and plays as well as self-devised performances.
6. Experience and appreciation of dramatic performances.

There will be **TWO** excursions to theatre performances and/or local productions.

How is this subject assessed?

An assessment program is issued to each student at the beginning of the year. This program involves a variety of tasks, both practical and theoretical, throughout the year.

In Year 9 assessment weightings are:	Practical 70%	Written 30%
In Year 10 assessment weightings are:	Practical 60%	Written 40%

Can you do this subject in the Senior Years?

Yes.



For further information, please see Mr Gleeson in the CAPA staffroom.

GERMAN

Course Description

Students in Years 9 and 10 may continue their studies of a foreign language in the following ways:

- they may continue in their present language
- they may change to a different language

Students will engage in a variety of learning activities, including communication tasks, games and project-based learning.



Course Outline

Students will learn to use German to interact, understand and create texts in order to reflect on and understand language, culture and identity.

Topics studied include:

- Clothing and shopping
- Describing your home
- Describing people
- Food and cooking
- Free time activities
- City and country
- Part-time work and future careers
- Holidays and travel
- Describing places in town
- Health and body

How is this subject assessed?

Students will be assessed on the three focus areas of: Interacting, Understanding Text and and Creating Text. Assessment may take the form of individual assignments, group tasks or in-class tests.

Can you do this subject in the Senior School?

German can be studied at 2 Unit Continuers level in Years 11 and 12 if the student has studied German in Years 9 and 10.

German can be studied at 2 Unit Beginners level in years 11 and 12 if the student has not studied German in Years 8, 9 and 10.

For further information, please see Ms Hemmerle in the LANGUAGES staffroom.

INDUSTRIAL TECHNOLOGY – Multimedia (Accelerated)

Course Description

Industrial Technology - Multimedia provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Assigned practical projects reflect the nature of Multimedia in industry and the use of Multimedia technologies.

Practical projects may include:

- 2D and 3D animations
- augmented reality (AR) or virtual reality (VR) products
- computer games
- ePublications
- individual photographic images and graphics (for print and/or digital display)
- videos
- websites and apps



Course Outline

The **Multimedia Fundamentals** and **Year 11 course (completed in Years 9 and 10)** focuses on the following sections of study in relation to the Multimedia industry; **Industry study** - structural, technical, environmental and sociological factors, personnel issues and Work, Health and Safety.

Design, Management and Communication - designing, drawing, computer applications, project management, literacy, calculations and graphics.

Production - display a range of skills through the construction of design projects. **Industry**

Related Manufacturing Technology - understanding of a range of materials, processes, tools and equipment, machinery and technologies.

The **Year 12 course (completed in Year 11)** focuses on the development of a Major Project and integrates a broad study of the Multimedia industry.

How is this subject assessed?

A range of strategies are used including the progressive evaluation of practical project work, development of portfolios and industry study activities. Students complete a **major practical project** with an accompanying management folio in Year 12.

The HSC Assessment mark comprises; Written HSC exam (40 marks).

Major Project (60 marks).

Can you do this subject in the Senior School?

If you are enrolled in this course you continue to Study Industrial Technology – Multimedia in Year 11. During Year 11 you will be completing the HSC component of the course.

Career paths in the multimedia industry include animation graphic design, videography or website design.

Additional information:

Students for this course will be selected through an interview process and presentation of work samples/show-reel.

For further information about this course, please see Mr Hamed, Reliveing HT TAS, or Ms Samojlowicz, in the TAS staffroom.

INDUSTRIAL TECHNOLOGY - Timber

Course Description

Industrial Technology – Timber provides opportunities for students to develop knowledge, understanding and skills in the use of tools, materials and techniques related to timber and the timber industry. Students will engage with practical projects relevant to their strengths, needs and interests.

Emphasis is on the practical application of skills and the development of portfolios. As the course progresses students have further opportunities to explore specialist timber technologies such as cabinetwork and wood machining. In addition, students learn some basic technical drawing, advancing into Computer Aided Design (CAD).



Practical projects may include the development of:

- Storage products
- Decorative timber artefacts
- Furniture
- Small turned items

How is this subject assessed?

A range of strategies are used, including the progressive evaluation of practical projects, development of portfolios and industry study activities.

Can you do this subject in the Senior School?

Yes. Studying Industrial Technology – Timber would help students successfully complete the following senior subjects:

- Industrial Technology - Timber
- Design & Technology
- Construction (TVET - offsite)
- Career paths in the timber industry include furniture making, cabinet making, carpentry, forestry, wood machining and Industrial Design.

Additional information:

Students undertaking this course must adhere to Work, Health and Safety (WHS) legislation by wearing fully enclosed leather shoes during all practical lessons.

For further information, please see Mr Hamed, Relieving HT TAS, or Mr Hunter, in the TAS staffroom.

INVESTIGATING SCIENCE (ACCELERATED)

Course Description

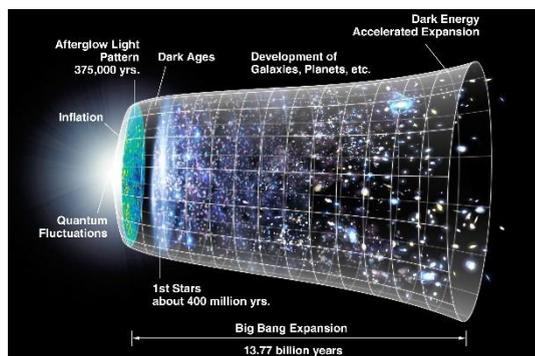
Investigating Science is aimed at students who demonstrate both enthusiasm and ability in Science. The course builds on fundamental scientific skills, including inquiry-based investigation through experimentation and research. The Year 9 course runs for the entire year with a potential transition into an accelerated HSC course starting in Year 10. A student's history of high performance in Science combined with teacher feedback are the criteria for selection.

Course Outline

What will students learn about?

The course will provide students with the opportunity to dive deeper into scientific concepts and phenomena and develop their scientific skills. Students will work through the following:

- **Depth Study:** Students generate inquiry questions to guide their own scientific investigation through experimentation.
- **Interest based research:** Students research and present findings on scientific concepts of their choice.
- **Collaboration in science:** Students learn about the importance of collaborating in science and their peers in investigations/research
- **Scientific modelling:** Students learn about specific scientific models and develop their own scientific model.
- **Critical thinking and scientific literacy:** Students will critically assess the validity of secondary source data, identifying bias, reliability and evaluating claims.
- **Scientific communications:** Students will develop their ability to communicate scientific findings effectively through a range of formats.



How is the subject assessed?

Students will complete in class activities and specific assignments covering the criteria discussed in the course outline above. A yearly examination will be completed which will examine both skills and content. Year 10 assessments will contribute to students' Year 11 grade. Year 11 assessments will contribute to students' HSC mark, and include sitting the HSC examination in Year 11.

Can you do this subject in the Senior Years?

As well as being an accelerated HSC course, this course is excellent for any students intending to study any Science at Senior School. The course will encompass key content from Biology, Chemistry, Physics and Earth and Environmental Science as well as skills that are directly applicable to these courses.

For further information, please see Ms Savage, Relieving HT SCIENCE in the SCIENCE staffroom.

JAPANESE

Course Description

Students in Years 9 and 10 may continue their studies of a foreign language in the following ways:

- they may continue in their present language
- they may change to a different language

Students will engage in a variety of learning activities, including communication tasks, games and project-based learning.

Course Outline

Students will learn to use Japanese to interact, understand and create texts in order to reflect on and understand language, culture and identity.

Topics studied include:

- Daily routines
- School life
- Hobbies and sports
- Describing people
- Birthdays and celebrations
- Food and shopping
- City and country
- Part-time work and future careers



Japanese script:

- Revision of HIRAGANA
- KATAKANA SCRIPT
- Up to 65 KANJI

How is this subject assessed?

Students will be assessed on the three focus areas of Interacting, Understanding Texts and Creating Texts. Assessment may take the form of individual assignments, group tasks or in-class tests.

Can you do this subject in the Senior Years?

Japanese can be studied at 2 Unit Continuers level in Years 11 and 12 if the student has studied Japanese in Years 9 and 10.

Japanese can be studied at 2 Unit Beginners level in Years 11 and 12 if the student has not studied Japanese in Years 8, 9 and 10.

For further information please see Ms Lustig in the LANGUAGES staffroom.

MUSIC

Course Description

The elective Music course in Years 9 and 10 is designed to develop students' performance skills in solo and ensemble playing, appreciate the music of successful composers and learn how to develop their own techniques in composing. Students will expand on their knowledge of the concepts of music through a range of listening activities.



Course Outline

Through the learning experiences (musicology, performance, composition and listening), students will study the concepts of music in a variety of contexts.

Performing

Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solos and/or ensemble techniques.

Composing

Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression musical creation and problem-solving.

Listening

Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communication ideas about music in social, culture and historical contexts.

Topics such as Jazz, Popular music, Music for Radio, Film, Television, Multimedia and Australian Music will be covered.

In this course, you select an instrument/s to major in. This could be a band instrument that you already can play or vocals, guitar or keyboard. All levels of musicians are catered for in the elective music course.

How is this subject assessed?

- Performance (individual and group)
- Composition
- Aural Skills/musicology

Can you do this subject in the Senior Years?

Yes, either Music course 1 or Music course 2. In the HSC year, Extension Music may be chosen.

For further information, please see Dr Hardy HT CAPA in the CAPA staffroom.

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS200hr)

Course Description

The 200hr Physical Activity and Sports Studies (PASS) course provides students with the opportunity to examine the anatomy and physiology of human body systems, participate in a wide variety of physical activities and develop their leadership skills in a number of sports and whole-school settings.

Course Outline

Students will study the following units of work over the two-year course.

Year 9

Term	Theory	Practical
1	Body Systems: structure and function of the skeletal, muscular, circulatory and respiratory systems	Racquet sports - badminton, tennis, mini-tennis; Fitness
2	Physical Fitness: components of physical fitness, fitness testing, design a training program	Ultimate Frisbee, Lacrosse, Fitness Testing, Circuit Training/boxercise, Soccer, Oztag
3	First Aid: priority assessment – DRSABCD; Crisis Management; Treatment of Injuries; Management of medical conditions	European handball, Soccer, Circuit, Training/boxercise, Oz Tag
4	Event Management: maximising participation and enjoyment; Plan, conduct and evaluate a sporting event	Volleyball; Mixed games (associated with event management)

Year 10

Term	Theory	Practical
1	Issues in Physical Activity & Sport: Ethical implications associated with sport; Impact of drugs, technology, media and other issues.	Stick/striking sports (cricket, softball/baseball, golf)
2	Sports Training, Performance and Medicine: Types of training; Energy Systems; Principles of Training; Sports medicine; Rehab procedures	Court sports – Basketball, Netball European handball, Slide hockey
3	Sports Coaching: Qualities of effective coaching; Roles, responsibilities, ethics, qualifications; Structuring a training session; Plan + deliver training sessions	Invasion games - Touch/Oz Tag
4	Lifelong Health & Fitness: Physical activity, fitness & exercise; Holistic benefits of regular physical activity; Physical, Social & cultural/economic influences	Fitness, boxing, circuit training Fitness for life - moderate aerobic exercise

How is this subject assessed?

Throughout the course, students will be assessed on their knowledge of human body systems, leadership skills in sport settings and the capabilities of collaboration, resilience, communication and creative/critical thinking.

Can this subject be studied in the Senior Years?

The content covered and learning activities experienced in the PASS course are further developed in the Senior 2 Unit PDHPE Course and the Sport, Lifestyle & Recreation (SLR) Course.

For further information, please see Mr Schmutter HT PDHPE in the PDHPE staffroom.

TEXTILES TECHNOLOGY

Course Description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Students undertake a range of **practical experiences** which occupy the **majority** of the course time.

Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Project work forms the basis of every unit of work and students will complete a textile item and portfolio work in each unit. Past project work has included making reversible bags, pyjamas, patchwork quilts, fashion garments, up-cycling textiles and textile art.



STUDENTS WILL BE REQUIRED TO PURCHASE FABRIC AND NOTIONS TO COMPLETE PROJECT WORK.

Course Outline

What will students learn to do?

- Generate and develop design ideas using drawing and rendering techniques, and fashion illustration techniques
- Use textile equipment to construct a quality textile item including using the sewing machine and overlockers
- Interpret, modify and use commercial patterns and/or produce simple patterns for a textile item, including notions, fabric requirements, instruction sheet, pattern markings and layout.
- Investigate the elements of design, for example: – line, direction, shape, size, colour, value and texture and describe how the elements of the design have been used by textile designers
- Identify how fabric, yarn and fibre properties contribute to the performance of textile items

How is the subject assessed?

Project work. There are two components of project work for each unit of work:

1. Development of practical skills to produce a **textile item**.
2. Documentation of student work in **portfolios**, which includes inspiration for designs and generating ideas, as well as evaluation of finished products.

Can you do this subject in the Senior Years?

Yes, as Textiles and Design.

****Students undertaking this course must adhere to Work, Health and Safety (WHS) legislation by wearing fully enclosed leather shoes during all practical lessons.***

For further information, please see Mr Hamed, Relieving HT TAS or Ms Hayes in the TAS staffroom.

VISUAL ARTS

Course Description

The Visual Arts course is divided into two parts:

1. Historical and Critical Studies – 40%
2. Practical Art Making – 60%



In the practical component of the course, students work in a range of mediums such as drawing, painting, ceramics, sculpture, photography, digital imaging, printmaking and illustration with the intention of developing a material practice that is responsive to certain themes and concepts.

In the theory component of the course, students study artworks and artists practice drawn from a broad selection of time periods, cultures, styles and mediums. The study of artists are selected to support the student's understanding of how to apply Visual Arts conventions in their own artmaking and to expand their understanding of how artists have responded to themes and ideas in the past.

How is this subject assessed?

Evaluation is continuous and based on demonstrating a wide variety of skills. Students are expected to be able to demonstrate an investigative approach to exploring both the materials and the theme in each unit. Additionally, students will be assessed on their ability to independently research and apply appropriate terminology in their writing.

Students also maintain detailed documentation of their exploration and experimentation with materials, design processes and ideas in their Visual Arts Process Diaries.

Can you do this subject in the Senior Years?

Yes – even without having studied Visual Art in Years 9 and 10.

****Students undertaking this course must adhere to Work, Health and Safety (WHS) legislation by wearing fully enclosed leather shoes during all practical lessons.***

For further information, please see Dr Hardy, HT CAPA or other art teachers in the CAPA staffroom.

FOOD TECHNOLOGY AND HOSPITALITY

(Course changes to 'Stage 5 Certificate I in Hospitality' in Year 10)

Course Description

The students in this class will complete 100 hours of *Food Technology* in Year 9 and will then move into *Hospitality (Certificate I)* in Year 10. The Hospitality Industry Curriculum Framework gives students the opportunity to gain credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). It is based on a nationally endorsed Training Package. Students who complete this course and meet course outcomes will receive Certificate 1 Hospitality by the end of year 10.

Course Outline

What will students learn about in Food Technology and Certificate 1 Hospitality?

Food Technology offers students a comprehensive understanding of food properties, processing, preparation, and their connection to nutrition and consumption patterns. It emphasises the significance of hygienic and safe practices in food production while equipping students with specific food-related skills applicable in various contexts to create high-quality food products. This subject also provides a platform for students to explore the pleasure, variety, and richness that food adds to life, contributing to vocational and general life experiences. In *Certificate I Hospitality*, students acquire technical, practical, personal, and organisational skills valued in the workplace. They engage in hands-on experiences, including running a school café, to develop expertise in organising, preparing, and presenting food and beverages to industry standards while fostering teamwork and communication abilities.



How is this subject assessed?

Assessment methods encompass research assignments, practical food preparation exercises, and oral reports, preparing students for further training and career choices within the Hospitality Industry.

Can you do this subject in the Senior Years?

Yes. Both Food Technology and Hospitality are offered in Year 11 and 12 as separate subjects.

Students undertaking this course must adhere to Work, Health and Safety (WHS) legislation by wearing fully enclosed leather shoes. Practical lessons will also require students to wear protective clothing.

For further information, please see Ms Seares, VET Coordinator, or Ms Frangos in the TAS/VET Staffroom.



2024 Hospitality Course Descriptor
SIT10222 Certificate I in Hospitality
RTO - Department of Education - 90333, 90222, 90072, 90162

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

Course: **Hospitality**
Board Endorsed Course

Stage 5
100 Hours

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT10222 Certificate I in Hospitality <https://training.gov.au/training/details/SIT10222>. You will be expected to complete all requirements relevant to the RoSA. To gain this full qualification, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET induction process, supply your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.

SIT Tourism, Travel and Hospitality (version 1.2) Units of Competency

Units of Competency

Core (45 hours):

BSBTWK201 Work effectively with others
SITXCCS009 Provide customer information and assistance
SITXWHS005 Participate in safe work practices

Elective (55 Hours):

SITXFSA005 Use hygienic practices for food safety
SITHCCC024 Prepare and present simple dishes
SITHCCC023 Use food preparation equipment

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.

Industry based learning

This course is based on industry-based learning where you are involved in a number of projects, which could include group project work, individual research or other activities. Career, enterprise and work education programs currently operating in the school may be linked to the Hospitality course.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: \$200 (for Year 10)

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

Exclusions: Nil

VET course exclusions for this course can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/hospitality-based-on-sitv2-1>



School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement

Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

There are other VET opportunities including:

Externally delivered Vocational Education and Training (EVET)

Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.

School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.

PART B

80 HOUR COURSES

CHOOSE 1

CERAMICS

Course Description

The Ceramics elective in stage 5 builds on Stage 4 Mandatory Visual Arts course, with a specific focus on ceramic mediums. The course includes constructing, firing and glazing earthenware, stoneware and porcelain to make an array of works such as functional pieces, sculptural works and wearable objects.

It embeds various ceramic techniques including wheel throwing, slip casting, hand building and surface decoration to construct artworks.

60% of lessons and assessments are based on practical elements and construction, while 40% of the course is focused on Historical and Critical investigations into Ceramics.



Students will learn about:

Students will be required to keep a Ceramic Process Diary which will allow students to document drawings, clay experiments, kiln technology, glaze recipes, organise their concepts and complete self-directed research on inspiring artists to help shape each student's personal practice.

Students will also learn about kiln technology and how to create their own glaze recipes while working through small skill-building tasks to eventually construct self-directed work.

How is this subject assessed?

Evaluation is continuous and based on demonstrating a wide variety of skills. Students are expected to be able to demonstrate an investigative approach to exploring both the materials and the theme in each unit. Additionally, students will be assessed on their ability to independently research and apply appropriate terminology.

Students also maintain detailed documentation of their exploration and experimentation with materials, design processes and ideas in their Ceramics Process Diaries.

Can you do this subject in the Senior Years?

No – This is an 80 hour course in Year 9.

****Students undertaking this course must adhere to Work, Health and Safety (WHS) legislation by wearing fully enclosed leather shoes during all practical lessons.***

For further information, please see Dr Hardy, HT CAPA or other art teachers in the CAPA staffroom.

CREATING COMEDY CHARACTERS

Course Description

Theatre is represented by two masks. One depicts Drama the other Comedy. Playwrights of old understood that even the darkest play needs a lighter side. Today even the scariest movie has some wonderful one liners or moments of fun to break the tension. Plays – and life for that matter – need comic relief. In this course, students will learn the value of humour in everyday situations, and that it is OK if people laugh with, and *at* us.

Course Outline

Students will be able to work to their strengths and interests by undertaking roles within individual and collaborative contexts.

Examples of topics and activities may include:

- Australian Comedy (Comedy Company, Lano & Woodley, Kath & Kim, Shaun Micallef, Working Dog Productions)
- American Comedy (Saturday Night Live, Jerry Seinfeld)
- British Comedy (Monty Python & Rowan Atkinson)
- Stand-Up Comedy (Joke setups, Anti-Jokes, classic routines & structures)
- Lip Syncing - (Flight of the Conchords, They Might be Giants)

How is this subject assessed?

Students will be assessed through multiple modes including mini-skills, projects, portfolio, research and performance. There will be independent and collaborative assessments within the course.

For further information about this course, please see Mr Gleeson in the CAPA staffroom.



FILM STUDIES

Course Description

Film Study is a unique course that introduces students to the cinematic arts through a wide range of screen-based media including feature and short films, documentaries, internet content, advertising and video games. The course will prepare students to critically view screen media by understanding the technical means of production and the historical and cultural contexts of their creation. Students will plan, produce and distribute their own films both individually and in groups. The course is designed for students who are interested in developing their appreciation of film, critical literacy and practical filmmaking skills.

Course Outline

What will students learn about?

Students live in a world dominated by the visual. Countless frames of information pass before their eyes every day but how many students are able to critically analyse this information? Students will learn not only to appreciate the aesthetic and literary aspects of film, they will learn to become critical consumers and producers of visual media. In the practical component of the course, students will investigate contemporary and emerging techniques in camera use and software editing to produce films individually and in groups. They will also organise and participate in film festivals.

What will students learn to do?

Students will investigate film for personal appreciation and critical understanding through the following broad categories:

- History and development of film and screen media
- Film style and construction (cinematography, editing, sound, the shot)
- Adaptation and Authorship
- Film as a persuasive text
- Film form (documentary, fiction, gaming etc)
- Developing a film (the pitch, treatment, synopsis and screenplay)
- Making films
- Marketing and promotion (film festival and symposiums)
- Students will produce written texts including essays, screenplays, advertising material, reviews and critical reflections.



How is the subject assessed?

Assessment will be made on individual and collaborative methods with a strong focus on process as well as product.

For further information, please see Ms Phipps, HT English in the English staffroom.

INTERNATIONAL STUDIES

Course Description

International Studies offers the students the opportunity to explore the world around them from a modern perspective. Through a study of culture, students explore topics such as international sport, conflict, religion, tourism, and popular culture. International Studies utilise modern day events to help explain the context in which students live, why societies are the way they are, and how they can shape the future.

Course Outline

- Core study: Cultural and Cultural Diversity in the contemporary world
- Culture and Beliefs
- Culture and Media
- Culture and Gender
- Student-developed case study



Students will develop an understanding of concepts such as:

- Stereotyping
- Cultural and gender diversity
- The role of the media in society and culture
- The cultural significance of travel
- Religious conflict, and
- Modern day power and authority.

Through this understanding, students learn to analyse and consider issues from a variety of culturally diverse perspectives, equipping them for their place in a shrinking global world. They gain:

- Skills in effective research and communication
- Skills in working independently and collaboratively.

How is this subject assessed?

Presentations, essays, group tasks and multimedia presentations.

Can you do this subject in the Senior Years?

International Studies provides the perfect introduction to Senior Geography, Society and Culture, Legal Studies and Studies of Religion.

For further information, please see Ms Silk/Ms Wanschers, Relieving HT HSIE, in the HSIE staffroom.

JOURNALISM

Course Description

This course will provide an exciting opportunity for students to engage in a dynamic environment exploring all aspects of journalism. The course is designed for students to gain hands-on practical knowledge of how to tell a story through print, sound and visual formats as well as how to develop and manage social media content. Students will investigate the world of the journalist and the impact that their stories have on our lives and the world.

Course Outline

What will students learn about?

Students will study the development of journalism and the professional journalist over time. They will learn about the craft of writing in order to publish and there will be a focus on developing the skills that the modern journalist employs to communicate a story through contemporary media channels. Students will become skilled at researching and critically analysing a wide variety of media texts and will be able to create their own texts according to specific purposes and contexts. Students will learn the life-long skills needed in order to work as part of a collaborative and professional team through the project based learning components of the course.

What will students learn to do?

Students will gain experience in finding stories, interviewing, reporting, writing, photojournalism, research, editing and creating online content.

The following areas are included in the program:

- The journalist's roles and responsibilities
- Photojournalism
- Radio and television
- Contemporary issues in the media
- Media analysis
- Social media
- Magazine and newspaper production
- Media and society



How is the subject assessed?

Assessment will be made through individual and collaborative methods with a strong focus on process as well as product.

For further information, please see Ms Phipps, HT Teacher English in the English staffroom.

MUSICAL THEATRE

Course Description

Most people who have never seen a musical theatre production don't know what they are missing out on. The truth is that a musical theatre event is something that needs to be experienced to be truly appreciated. Typically, the majority of people who go see theatre for the first time, always end up going back again. Once a person experiences the thrill of live theatre, they learn to appreciate it, and even love it.

A lot of the current popular musicals you can see on Broadway or in theatre, are based on historical events. Others may be based on characters or figures from the past. For the most part, the vast majority of them remain closely true to the facts or original story. Unlike typical learning though, this will be engaging, entertaining and fun.

Anyone who wants to watch social and political issues being tackled in a light-hearted way, should study musical theatre. Broadway shows take on social and political issues, without being too controversial. Most musicals will engage you in the story, without being too biased or insensitive.

Although we are living in one of the best times, history reminds us about times, when things were simpler. People often want to be reminded of times when things were easier to deal with. There was less social injustice, strife and chaos going on. The musicals based on past events, often take you back to an era when things were great. Or at least easier to deal with.

Musical theatre has a way of immersing you in the story right away. That is part of their secret power since audiences become engrossed in the story instantly. The combination of costumes, songs, dialogue, music, sets, choreography, lighting, and cast, grabs your attention. And they will keep you on the edge of your seat until it is over. It is like taking a magical ride to another dimension.

Watching a perfectly choreographed group of people dance and sing in a musical show is like nothing else. The singing and dancing in a Broadway or West End show, are one of the best parts of the event. Once you begin to watch these wonderfully and entertaining numbers play out, you will want to jump out of your seat. The music will engage you and the dancing will captivate you as well.

Course Outline

Students will be able to work to their strengths and interests by undertaking roles within individual and collaborative contexts. Examples of topics and activities may include:

1. The History of Musical Theatre
2. Selected Performances of Musical Numbers – *Lip Sync or Karaoke*
 - Pre 1980's Musicals (*Guys & Dolls, West Side Story, Oliver, Jesus Christ Superstar, Grease*)
 - 1980's Musicals (*Les Misérables, Little Shop of Horrors, Phantom of the Opera*)
 - 1990's Musicals (*Lion King, Beauty & the Beast, Rent*)

This course will include an excursion to witness a live musical theatre production.

For further information about this course, please see Mr Gleeson in the CAPA staffroom.

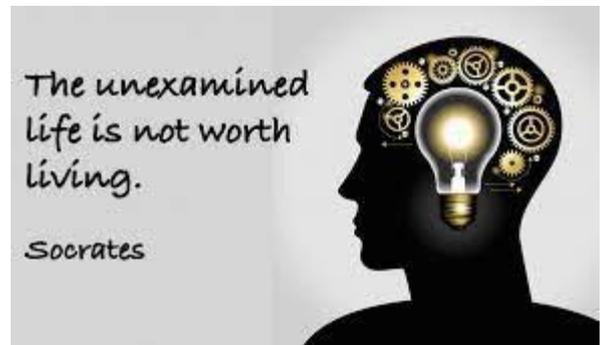


PHILOSOPHY

“The unexamined life is not worth living” – Socrates

Course Description

Philosophy is a course for students who are curious about the world around them and ask 'big picture' questions that transcend the borders of conventional subject areas. The course will introduce students to key philosophers and philosophical movements and their insights into the world. Students will examine how key thinkers approached metaphysical and ethical questions, and how these arguments can be applied in our own society. By developing techniques in respectful debate, argumentation and critical reasoning students are challenged to formulate consistent and rational solutions to authentic dilemmas. Students are encouraged to be 'practical philosophers' by examining various ways of thinking and applying and evaluating the consequences on ethical and global issues.



Course Outline

Curiosity about the world and a desire to challenge the status quo is a natural way of existing within the world for young people. Students will learn about philosophers through history, key philosophical movements and overviews of ethical problems and metaphysical concerns that have been raised over time. Philosophy empowers students to consider the world around them and reason logically to consider the broad impacts of global and local decisions. Students will be challenged to reconsider their perceptions of the world and will work together to apply their knowledge to contemporary problems, encouraging active citizenship.

How is this subject assessed?

Students will be assessed through multiple modes including research, essays, and presentations. There will be independent and collaborative assessments within the course.

For further information, please see Ms Phipps, HT English in the ENGLISH staffroom.

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS80hr)

Course Description

The 80hr Physical Activity and Sports Studies (PASS) course provides students with the opportunity to examine the anatomy and physiology of human body systems, participate in a wide variety of physical activities and develop their leadership skills in a number of sport and whole-school settings.



Course Outline

Students will study the following units of work over the ONE-year course.

Term	Theory	Practical
1	Body Systems: structure and function of the skeletal, muscular, circulatory and respiratory systems	Racquet sports - badminton, tennis, mini-tennis; Fitness
2	Physical Fitness: components of physical fitness, fitness testing, design a training program	Ultimate Frisbee, Lacrosse, Fitness Testing, Circuit Training/boxercise, Soccer, Oztag
3	First Aid: priority assessment – DRSABCD; Crisis Management; Treatment of Injuries; Management of medical conditions	European handball, Soccer, Circuit, Training/boxercise, Oz Tag
4	Event Management: maximising participation and enjoyment; Plan, conduct and evaluate a sporting event	Volleyball; Mixed games (associated with event management)

How is this subject assessed?

Throughout the course, students will be assessed on their knowledge of human body systems, leadership skills in sport settings and the capabilities of collaboration, resilience, communication and creative/critical thinking.

Can this subject be studied in the Senior Years?

The content covered and learning activities experienced in the PASS course are further developed in the Senior 2 Unit PDHPE Course and the Sport, Lifestyle & Recreation (SLR) Course.

For further information, please see Mr Schmutter, HT PDHPE in the PDHPE staffroom.

Record your choices here in anticipation of the opening of the online selections on Edval.
Choose 2 x 200 and 1 x 80

Please Select	My Subject Choice
Elective 1 200 hours	
Elective 2 200 hours	
Elective 3 80 hours	
Reserve Choice 200 hours	
Reserve Choice 80 hours	

