

PITTWATER HIGH SCHOOL ELECTIVE INFORMATION 80 HOUR YEAR 10 2024



Artwork by Isis Oakley-Szabo Year 9

ELECTIVE INFORMATION

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Subject Selection Process:

1. **Wednesday 30 August period 2** – Students will be given a subject information booklet and an explanation of how to access web choice online. An email will be sent to all students' email addresses with an access code on the same day.
2. Students are to go online to <https://my.edval.education/login> and use the web code emailed to your student portal email account.

Term 3

Week 7	Wednesday 30 August during period 2.	Head Teachers share information about their elective choices.
		Year 9 into 10 Web Choice OPENS at 3.00 PM
Week 8	Monday 4 September	Year 9 into 10 Web Choice CLOSSES at 9.00 PM

Requirements

Curriculum Pattern of Study for Year 10 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 one week of work experience)
- All My Own Work (prior to commencing Year 11 Pattern of Study)

Elective Courses (1 x 80 hour course)

FACULTY	ELECTIVE SUBJECT	HOURS
Creative and Performing Arts (CAPA)	• Ceramics	80
	• Creating Comedy Characters	80
	• Musical Theatre	80
	• Music in Practice	80
	• Visual Design	80
English	• Film Studies	80
	• Journalism	80
	• Philosophy	80
Science and HSIE	• Forensic Science & Archaeology	80
Work Education	• Work Education	80
Personal Development, Health and Physical Education (PDHPE)	• Physical Activity and Sport Studies (PASS 80)	80

Making Elective Choices

Students will study one new subject in Year 10 for 80 hours. This elective is unique to Pittwater High School. It is offered to allow students further scope and experience in developing skills and dispositions that will serve them well in the HSC and beyond.

When choosing your elective course consider the following questions:

Which subjects **interest** me?

Which subjects do I **enjoy**?

Which courses could help to **develop skills relevant** my career pathway?



Which subjects do I **do well** in?

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

The curriculum breadth and timetable will be developed on the basis of the choices students make. Some courses may not run (due to insufficient numbers choosing). The school will endeavour to accommodate a student's preferred choice, and only use the reserve preferences if required.

Changing Courses

It is important that decisions regarding elective courses are made carefully as they are generally binding from the start of Year 10. Occasionally a change may be possible **before week 3**, Term 1 in Year 10 but generally, students are committed to electives until the course is completed.

Alison Gambino, Principal

Sophia Bromley, Deputy Principal

ELECTIVE FEES FOR YEAR 10

Before making your choices, please read the subject information carefully.

Understand that your first choice may not be available and that other choices may be used instead. Only classes with sufficient numbers will be formed.

ELECTIVES

The curriculum breadth and timetable will be developed based on the choices students make. Some courses may not run (due to insufficient numbers choosing). The school will endeavor to accommodate a student's preferred choices, and only use the reserve preferences if required.

There are **consumable costs** associated with some elective courses. The costs must be paid at the commencement of each course and are not optional.

As advised by the Department of Education "schools may charge students for the purchase of materials used and consumed in particular courses". Please note the cost associated with courses in this booklet. This should be kept in mind when making course choices (see subject associated fees below)

Consumable Costs

Elective Subject	Cost
Ceramics	\$90
Creating Comedy Characters	\$50
Film Studies	\$20
Forensic Science & Archaeology	\$50
Journalism	\$20
Musical Theatre	\$50
Music in Practice	\$50
Physical Activity & Sports (PASS)	\$50
Philosophy	\$10
Visual Design	\$70
Work Education	\$50

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 School?

This is an 80-hour course in Year 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 or other art teachers in the CAPA staffroom.

CREATING COMEDY CHARACTERS

Course Description

Theatre is represented by two masks: one depicts Drama and 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.

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, please see Mr Gleeson in the CAPA staffroom.



FILM STUDIES

Course Description

Real to Reel (Film Studies) 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 film making 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:

- Use Adobe Pro and other technologies to create films.
- Film style and construction (cinematography, editing, sound, the shot)
- Develop, create, market and promote quality film texts.
- Lead Kalori Film Festival
- Students will produce written texts including essays, screenplays, advertising material, reviews, and critical reflections.



How is the subject assessed?

Satisfactory completion of 80 hours of participation during Stage 5 (Year 10) will be recorded and credited on the students' Record of School Achievement (ROSA). 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.

FORENSIC SCIENCE & ARCHAEOLOGY

Course Description

This is an integrated course being offered by the Science and HSIE faculties designed to explore the scientific and technological aspects of criminal investigations as well as Forensic Archaeology.

Students will actively engage in hands-on forensic science and archaeology activities, laboratory investigations, simulated crime scenes and web-based assignments involving special cases.

Course Outline

The Forensic Science part of the course is designed to utilise the scientific method and introduce crime scene investigative techniques to analyse evidence in criminal cases. Some of the many forensic topics covered throughout the course could include:

- the history of forensic science, chemistry, biology, serology, fingerprint and shoe print impressions and aspects surrounding forensic science and crime scene investigations.

The Forensic Archaeology aspect of this course is the specialist application of archaeological techniques to the search and recovery of evidential material from crime scenes and unsolved mysteries, often, but not always related to buried human remains. Themes studied in this course will include:

- the history of archaeology, influential archaeological digs and key archaeologists
- methods and technologies used to solve mysteries of the past and now
- the development of forensic archaeology and its role in contemporary society

This course combines approaches from different disciplines to provide students with a comprehensive analysis of Forensic Science and Archaeology. Content and skills will be delivered through a range of themes and case studies.

How is this subject assessed?

Students will be assessed through a range of tasks including individual, reports, group work and presentations.



For further information, please see Ms Wanschers or Ms Silk HT HSIE and Ms Savage HT SCIENCE in their staffrooms.

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?

Satisfactory completion of 80 hours of participation during Year 9. 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 in the ENGLISH staffroom.

MUSIC IN PRACTICE

Do you already play an instrument? Do you want to start playing an instrument?

Do you want to compose music for film, jazz or contemporary pop and rock?

Do you want to be a singer/songwriter or just write songs for other people?

Do you want to produce music and create your own tracks or add your own creative touches to somebody else's song?



If you answered YES to any or all of these questions, then this is the course for you!

Performing	Students will have the opportunity to choose a variety of repertoire for their chosen instrument in order to grow as confident performers. They will learn how to interpret musical symbols and concepts, express themselves musically and develop solo and ensemble techniques.
Composing	Students will have the opportunity to compose in a variety of musical styles using traditional and non-traditional notation. They will have the option to compose music specifically for their instrument or in an area of particular interest - a fantastic opportunity for aspiring singer-songwriters! The online programs of Soundtrap and Noteflight are available to students for this course.
Producing	Music production is the process by which music is captured, created, manipulated, and preserved for others to enjoy. Students will have the opportunity to use different forms of technology to create their own tracks, re-mix previously composed songs, create music through sampling tracks and producing the performances and compositions of fellow class members.

All students are welcome in this course regardless of their musical skills, knowledge or experience, as it caters to the interests and needs of the individual.

Music is a practical subject where all students are encouraged to get involved and share their passion for music.

For further information, please Dr Hardy or Ms Meyers in the CAPA 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. The majority of 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 were fewer social injustices, 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 costumes, songs, dialogue, music, sets, choreography, lighting, and cast, grab 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 show, are one of the best parts of the event. Once you begin to watch these wonderful 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. Musicals from a Bygone Era (*Gilbert & Sullivan*)
2. The Golden Era (*Guys & Dolls, West Side Story, Oliver*)
3. 20th Century Musicals (*Les Misérables, Little Shop of Horrors, Phantom of the Opera, Jesus Christ Superstar*)
4. 21st Century Musicals (*Wicked, Dirty Rotten Scoundrels, The Book of Mormon, Hamilton*)

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

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



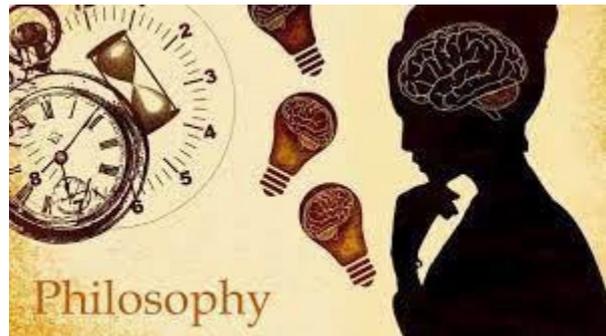
PHILOSOPHY

“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 (PASS)

Course Description

The Year 10 Physical Activity and Sports Studies (PASS) course provides students with the opportunity to examine contemporary issues in sport, participate in a wide variety of physical activities and develop their leadership skills in several sports and whole-school settings.

Course Outline

Students will study the following units of work over the ONE-year course in 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, and presentation skills related to, contemporary issues in sport, leadership skills in sport settings and the capabilities of collaboration, resilience, communication and creative/critical thinking.

Can this subject be studied in the Senior School?

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 in the PD/H/PE staffroom



VISUAL DESIGN

Course Description

In Visual design, students gain an understanding of the design process with opportunities to delve into and see the scope and breadth of applied arts. Design is different from Visual Arts in that it is about thinking about functionality and purpose as well as aesthetics and meaning. Design is also often a collaborative affair where students work on longer term projects employing their particular interests and skills to respond to a brief.

Course Outline

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

Examples of applied Visual Design are:

- Photography and film projects
- Stage set design
- Costume design
- Designed objects
- Wearables- jewellery, masks, headdresses
- Illustration and comic design and graphic novels
- Textile and surface design
- Text and Typography
- Digital imaging



How is the subject assessed?

Students will be assessed through multiple modes including projects, portfolio, research and presentation/ exhibition. There will be independent and collaborative assessments within the course.

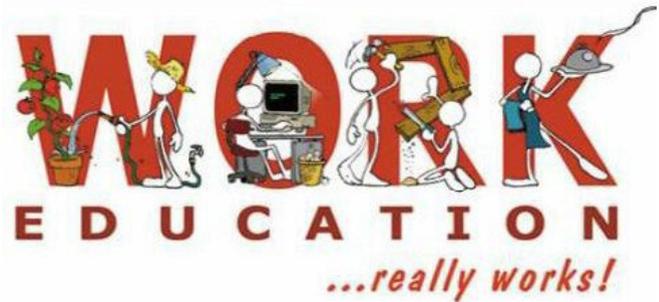
For further information, please see Dr Hardy in the CAPA staffroom.

WORK EDUCATION

Course Description

The Work Education course provides students with an opportunity to develop knowledge and an understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.

Through their study of Work Education, students prepare for the working world by developing an understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities. This process is assisted by students, developing self evaluation, goal setting and decision making skills.



Students develop employability skills and the capacity to prepare for and adapt to multiple transitions throughout their lives, including post-school pathways. Work Education provides opportunities for students to transfer their knowledge, understanding and skills to a range of work-related contexts.

Course Structure

Through exposure to work-related learning, students develop self-knowledge, contemporary work skills, entrepreneurial behaviours and resilience. They develop an appreciation of the role of collaboration, creativity and analytical skills in workplaces and the importance of diversity and ethical practices. Work Education encourages students to be self-motivated learners and to develop career management skills to navigate the new economies and be productive citizens. Research with communication and technological skills are a key feature of the syllabus, and students are provided with opportunities to apply these to various theoretical and practical contexts.

How is this subject assessed?

Research-based projects, assignments and work placement.

Can you do this subject in Senior School?

Yes, this subject will support the learning of Work Studies and lead on to subjects such as Economics, Business Studies, Geography, Society and Culture, History, Legal Studies **AND** Vocational Education courses such as Hospitality.

For further information please see Ms Lockhart R/HT SECONDARY STUDIES in the English staffroom.