

PITTWATER HIGH SCHOOL

ELECTIVE INFORMATION

Year 9 2022 and Year 10 2023



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Year 9 Graphics Technology.
Perspective Drawing
"Beach Huts"

ELECTIVE INFORMATION

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Assessment Information

The Purpose of school assessment is to:

- Assist student learning
- Evaluate and improve teaching and learning programs
- Provide information on student learning
- Provide evidence of satisfactory completion of courses
- Provide multiple opportunities for students to demonstrate their achievements.

Report outcomes are determined by not only formal assessments but by learning, including engagement in every lesson and homework. Regular attendance is essential and students must catch up missed work in a timely manner.

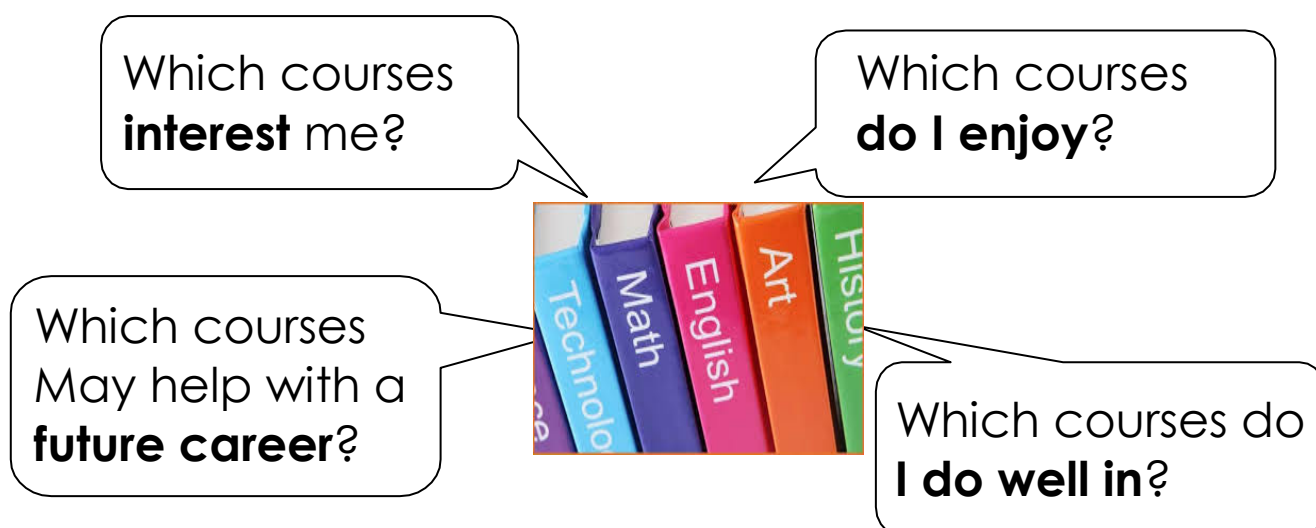
Making elective choices

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.

Students are required to study **two x 200 hundred-hour courses & 1 x 100-hour course** throughout Years 9. During Year 10, students will continue in their elected 200-hour courses and the 100-hour course will cease. Students will have extra core subject periods during Year 10.

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

When choosing elective courses students should consider the following questions:



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 cost associated with courses in this booklet. This should be kept in mind when making course choices. See page 38 for more detail.

When you are ready to submit your selections go online to

<https://my.edval.education/login>

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

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 may be changed beyond Week 3 of Term 1 2022.**

Jane Ferris
Principal

Brett Blaker
Deputy Principal

Year 9 & 10 Curriculum Pattern of Study for 2022 & 2023

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 3 Elective courses)

FACULTY	ELECTIVES	HOURS
Creative and Performing Arts	• Ceramics	100
	• Creating Comic Characters	100
	• Drama	200
	• Music	200
	• Studio Sessions	100
	• Visual Arts	200
	• Visual Design	100
English	• Film Studies	100
	• Journalism	100
	• Contemporary Communications	100
	• Philosophy	100
Human Society and its Environment (HSIE)	• Commerce	200
	• History – Explosive History	100
	• International Studies	100
	• Aboriginal Studies (offered to selected students only)	
Languages other than English	• French	200
	• Japanese (200 hr)	
Personal Development Health and Physical Education	• Physical Activity and Sport Studies (PASS)	200
	• Physical Activity and Sport Studies (PASS)	100
	• Dance	200
Science	• Investigating Science Accelerated	
	• Agriculture Science	200
Technological and Applied Studies (TAS)	• Child Studies	200
	• Industrial Technology – Timber	200
	• Industrial Technology – Engineering	200
	• Food Technology A	200
	• Food Technology B (Changes to Hospitality in Year 10)	
	• Graphics Technology	200
	• Industrial Technology – Multimedia	200
	• Textiles Technology	200

Subject Selection Timeline – Term 3 2021

Week 2 – Friday 23 July

Booklet emailed to students

Week 3 – Tuesday 27 July

Login code, instructions emailed to all students

Week 4 – Monday 2 August

Web choice closes

AGRICULTURAL SCIENCE

Course Description

Agriculture involves time being allocated to both practical aspects theory. Successfully raising plants and animals is the main goal of the course. To meet this end students are encouraged to develop attitudes relating to personal achievement, a critical approach to agricultural problems and an interest in conservation of resources, with an edible product at the end.

Four agricultural perspectives are considered in this course:

- Plant, animal and environmental interactions
- Management of these interactions
- Patterns in Agriculture
- Farming for the future.



Practical experience in raising plants and animals is required specifically by the syllabus. Observation, analysis and interpretations are skills to be developed. Specific areas that may be included in Year 9 and 10 are:

- Sheep and alpacas, beef and dairy cattle
- Herbs, potatoes, hydroponics and vegetables
- Experimenting and problem solving.

A study of each industry may involve a historical/geographical perspective, problems particular to the industry and methods of solving these problems. Skills involved in producing the end product are taught where facilities are available. Excursions and farm visits are proving a popular part of this course.

How is this subject assessed?

Assessment is based on practical skills tests, topic tests and homework tasks.

Can you do this subject in the Senior School?

Yes, this course is offered in the senior school as a 2-unit subject.

For further information, please see Ms Madsen or Ms Enyingwa in the Science staffroom.



CERAMICS

Course Description

The Ceramics elective in stage 5 builds on the 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 assessment 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 a 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 a 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?

No – This is a 100 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 Ms Allan or other art teachers in the CAPA staffroom.

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?

Learning programs are designed by selecting modules and integrating content from a variety of the following 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 School?

Yes, this subject will support the learning of Community and Family Studies in the senior school.

For further information, please see Ms Samojlowicz (Head Teacher TAS) or Ms Roulston.

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. Whether this foundation is used for senior school 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 the 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

Consumer choice and
Personal Finance
Investing
Promoting and Selling
Running a Business

Law, Society and Political
Involvement
The Economic and Business
Environment

How is this subject assessed?

Tests, assignments, class talks, fieldwork, reports, group and book work and book/folder, Employment and work features elective topic (class choices) mark.

Can you do this subject in the Senior School?

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

For further information, please see Mr Goodwin relieving Head Teacher HSIE, Ms Wanchers, Mr Mitcherson, Ms Mumford or Ms Greene in the HSIE staffroom.

CONTEMPORARY COMMUNICATIONS

Course Description

This course will provide an exciting opportunity for students to explore all aspects of communication. The course is designed for students who are curious, enjoy telling stories and want to increase their communication skills in order to explore current issues and ideas in an increasingly globalised world. Students will learn to ask questions, conduct research, and understand social issues in order to express their findings through various forms of media; including speech making, creative writing, feature articles, persuasive texts, news segments and social media campaigns.

Course Outline

What will students learn about?

Students will study how clear communication can influence and shape opinions of contemporary issues. 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 context. Students will learn the life-long skills needed in order to work as part of a collaborative and professional team through developing a group campaign on a contemporary issue.

What will students learn to do?

Students will gain experiences in finding stories, researching, writing and communicating their ideas through various media.

The following areas are included in the program:

- Contemporary communication
- Issues with the media
- Inspiring change through fiction
- Research and interview skills
- Journalism
- Advertising
- Public speaking
- Film
- News reports
- Social media campaigns to influence social change

For further information, please see Ms Purvis (Head Teacher English) in the English staffroom.



CREATING COMIC 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)
- Clowning (Circus work, Slapstick, Juggling)
- British Comedy (Monty Python & Rowan Atkinson)
- Stand-Up Comedy (Joke setups, Anti-Jokes, classic routines & structures)

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 (Drama) in the CAPA 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 skill 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 Johns (Head Teacher PDHPE) in the PDHPE 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.

Course Outline

1. Improvisation – development of spontaneous creative skills including the ability to co-operate as part of a group.
2. Voice and Movement – experiences in movement (Mime), use of space and stagecraft.
3. Tragic duologues and comedy sketches.
4. Play building – scenes from scripts and plays as well as self-devised performances.
5. Masks – traditional masked Italian improvised scene work (Commedia dell'Arte).
6. Experience of dramatic performance – excursions to theatre workshops and /or local productions.
7. Elements of production – use of costumes, props, sound effects and scenery to enhance atmosphere and dramatic effect.

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 School?

Yes.

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



FOOD TECHNOLOGY A

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygienic and safe working practices and legislation in the production of food. Students will develop food specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Food Technology enables students to make informed and creative decisions about food. Students develop skills and knowledge in nutrition, food processing and presentation. It involves practical "hands on" experiences with food, experimentation and food styling.

Course outline

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Special Needs
- Food for Special Occasions
- Food Trends.



How is this subject assessed?

A range of assessment strategies are used to assess this subject, including research assignments, practical food preparation exercises, and oral reports using presentation programs.

Can you do this subject in the Senior School?

Yes. Food Technology can be continued in years 11 & 12.

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 Ms Samojlowicz (Head Teacher TAS) or Mrs Roulston.

FOOD TECHNOLOGY B

(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 (as per Food Technology A students) 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.

What will students learn about in Certificate 1 Hospitality?

Hospitality enables students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. Students will complete practical experiences in the Trade Training Centre. Students will also acquire underpinning knowledge and skills related to work, employment and further training within the hospitality industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices.

Course outline

Students will learn about the Hospitality Industry, and in particular the skills required for work in a cafe, this includes organising, preparing and presenting food and beverages to industry standard in a safe and hygienic manner. Students learn to work as a member of an efficient team through running our school café and develop communication skills that can be used in a variety of employment settings.



How is this subject assessed?

Competencies are assessed using a range of assessment instruments including research assignments, practical food preparation exercises, and oral reports using presentation programs.

Can you do this subject in the Senior School?

No. Students studying Certificate I Hospitality can elect Hospitality – Certificate II Hospitality in Year 11 and 12.

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

For further information, please see Ms Roulston.

VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Stage 5 Board Endorsed VET courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Stage 5 Board Endorsed VET courses are 100 hour courses offered as part of the Record of School Achievement (RoSA) and include outcomes and content drawn from national industry training packages endorsed by the NSW Educational Standards Authority (NESA). Stage 5 VET courses are designed to deliver workplace-specific skills and knowledge and cover a range of career and industry areas. Stage 5 VET courses for secondary students are developed by the NESA and are based on National Training packages.

These qualifications are recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA and the NSW Department of Education. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. 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 of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a Stage 5 VET course, it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.

Course: Hospitality (Stage 5 - 100 indicative hours)		Board Endorsed Course Number: 89486	
The SIT10216 Certificate I in Hospitality is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1.2) (http://training.gov.au). You will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA.			
Units of Competency			
3 Core BSBWOR203 Work effectively with others SITXCCS001 Provide customer information and assistance SITXWHS001 Participate in safe work practices		3 Electives SITXFSA001 Use hygienic practices for food safety Group A TLIE1005 Carry out basic workplace calculations Group B SITHCCC003 Prepare and present sandwiches Group B Additional unit of competency delivered to meet RoSA/NESA requirements SITHFAB005 Prepare and serve espresso coffee - Elective	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to a variety of hospitality occupations in the following settings:			
<ul style="list-style-type: none">▪ restaurants▪ hotels		<ul style="list-style-type: none">▪ catering operations▪ clubs	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none">▪ food runner▪ café attendant▪ catering assistant		<ul style="list-style-type: none">▪ barista▪ wait person	
Mandatory course requirements to attain a RoSA credential in this course It is strongly recommended that project and work based learning opportunities be used as a teaching and learning strategy throughout the course. This could include group project work, individual research or other activities that meet the learning needs of students. There is a range of careers, enterprise and work education programs currently operating in schools that may be linked to this course.			
Admission Requirements To enrol in SIT10216 Certificate I in Hospitality , students should be interested in working in a Hospitality environment, preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held equipment. Students may be required to participate in out of school hour events and functions. There will be homework, research activities and assignments. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.			
Competency-Based Assessment: Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: \$200 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Exclusions: N/A			

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, documentary, 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:

- 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?

Satisfactory completion of 100 hours of participation during Stage 5 (Year 9 and 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 Purvis (Head Teacher English) in the English staffroom.

FRENCH

Course Description

Students in Year 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 with teacher approval
- they may start a language for the first time



Course Outline

This is the first year of an elective course, which will continue into Year 10. You will begin an audio visual course and learn to communicate in French through use of games, the internet, CDs, DVDs and role play. French culture will also be explored and experienced as an important aspect of learning the language.

Topics you will cover:

- | | |
|--|---|
| • Personal identity – name, age, family, interests | • Food- breakfast, lunch, dinner and snacks |
| • Animals and pets | • Where French is spoken in the world |
| • Weekend activities | • French culture, food and festivals |
| • Like/dislikes | • Fashion |
| • School | • Travel |

You will have the opportunity to participate in Open Night. Student exchange to France, Belgium and Switzerland are possible at the end of Year 10 or 11 (through private organisations) as opportunities to immerse yourself in the French language.

How is this subject assessed?

You will be assessed on the three objectives of Composing, Accessing and Responding and Interacting.

Can you do this subject in the Senior School?

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

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

For further information, please see Ms Cosentino in the Languages staffroom.

GRAPHICS TECHNOLOGY

Course Description

The aim of Graphics Technology is to develop students' ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media. Students learn to develop knowledge, skills and understanding to:

- Visualise, sketch and accurately draw to communicate information to specific audiences, using Australian Drawing Standards (AS 1100).
- Interpret, design, produce and evaluate a variety of graphical presentations using a range of computer-based media and techniques, applicable to the graphics industry standards.
- Use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations.
- Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information.
- Appreciate the nature and scope of graphics in industry and the relationships between graphics technology, the individual, society and the environment.



Course Outline

What will students learn about?

Students Complete:

- Core modules
- Instrument drawing
- Core module 2
- Computer aided design
- Two of the option modules
- Landscape drawing
- Advertising and marketing
- Product Illustration
- Architectural Drawing
- Australian Architecture
- Graphic Design and communication
- Cabinet and furniture drawing

The skills that students learn from the Stage 5 Graphics Technology course can lead into employment such as:

- Graphic design
- Industrial Design
- Architecture
- Interior design
- Interior architecture
- Furniture design
- Multimedia
- Fashion Design
- Design management
- Design education
- Jewellery design

How is this subject assessed? Through Project based learning and practical experiences Including presentation folios.

Can you do this subject in the Senior School?

No, however Students can apply their knowledge and skills from Stage 5 Graphics Technology to the following Senior subjects:

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

For further information, please see Ms Samojlowicz (Head Teacher TAS) in the TAS staffroom.

HISTORY – Explosive History

Course Description

Explosive History is a course for lovers of History – this course will develop valuable skills, which will enhance learning in the junior and senior school. Problem solving, exploration and perspectives of interpretations, research and communication are significant skills, which will be of value in the seniorschool. This course studies all things mandatory history doesn't – a quest in to the dirty, dark and dangerous features of the past through the exploration of Ancient, Medieval, Modern and Contemporary History.

Course Outline

This course explodes themes such as histories mysteries, history and gender, heroes and villains, contemporary history, myths and legends, key individuals and history on film, plus more!

Topics include:

Jack the Ripper

Witch Hunts and Witch Trials

Heroes and Villains

Influential People in History

Famous Myths and Legends from the Ancient world to now

Contemporary histories such as Big History, Terrorism, History on Film

Student choice through a historical investigation project

How is this course assessed?

Research tasks, test, oral presentations and group work are used to assess this course. The three main focus areas are empathy, research and communication.

Can you do this subject in the Senior School?

This subject is excellent for students intending to study Modern History, Ancient History, Legal Studies, Society and Culture, Studies of Religion or other Stage 6 HSIE courses.

For further information, please see Mr Goodwin Relieving Head Teacher HSIE, Ms Coyte or Ms Sonter in the HSIE staffroom.



INDUSTRIAL TECHNOLOGY - Multimedia

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 Year 9 core modules include common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Video Production and Web Design. **An emphasis will be place on Video, animation and special effects.**

These are enhanced and further developed in Year 10 (as determined by the teacher) through the study of specialist modules in Apps/Interactivity, and Simulations/Games. **An emphasis will be placed on simulation into a virtual world.**

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 SeniorSchool?

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

- Industrial Technology – Multimedia
- Design and Technology
- Photography, video and digital imaging (CEC)

Career paths in the multimedia industry include being an animator, graphic designer, videographer or website designer.

Additional information:

In Years 9 and 10, Students may study no more than two (2) Industrial Technology Focus Areas, I.e. Engineering and Timber OR Engineering and Multimedia OR Timber and Multimedia.

For further information, please see Ms Samojlowicz (Head Teacher TAS) or Mr Hamed in the TAS staffroom.

INDUSTRIAL TECHNOLOGY - Engineering

Course Description

Industrial Technology - Engineering provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Assigned practical projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Practical projects may include:

- a range of devices and appliances
- electronic and mechanical control systems.
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles



Course Outline

The Year 9 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to **Engineered Structures** and **Engineered Mechanisms**. These are enhanced and further developed in Year 10 (as determined by the teacher) through the study of two of the four specialist modules in:

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport

How is this subject assessed?

Through Project Based Learning, engineering reports and practical work.

Can you do this subject in the Senior School?

No. However, Industrial Technology – Engineering provides an excellent introduction to the study of Design and Technology in the Senior School.

Additional information:

In Years 9 and 10, Students may study no more than two (2) Industrial Technology Focus Areas, i.e. Engineering and Timber OR Engineering and Multimedia OR Timber and Multimedia.

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 Ms Samojlowicz (Head Teacher TAS) 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 SeniorSchool?

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

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

Additional information:

In Years 9 and 10, Students may study no more than two (2) Industrial Technology Focus Areas, I.e. Engineering and Timber OR Engineering and Multimedia OR Timber and Multimedia.

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 Ms Samojlowicz (Head Teacher TAS) in the TAS 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 utilises 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 media
- Culture and travel
- Culture and sport
- Culture and gender
- Student-developed case study



Students will develop an understanding of concepts such as:

- Stereotyping
- Cultural and gender diversity
- Sporting tribalism
- 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 SeniorSchool?

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

For further information, please see Mr Goodwin Relieving Head Teacher in the HSIE staffroom, or Mr Kovacs in the learning centre

INVESTIGATING SCIENCE ACCELERATED

Course Description

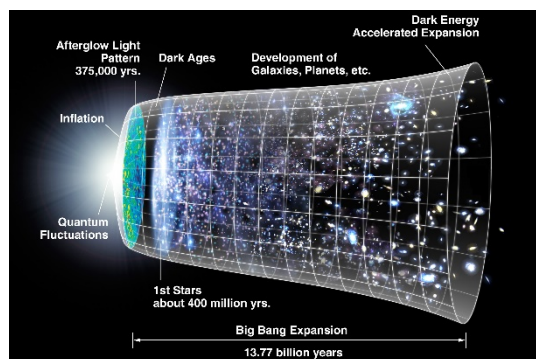
Science Academy is aimed at students who demonstrate an interest and ability in Science. The course builds on fundamental scientific skills, including inquiry-based investigation through experimentation and research. The Year 9 course runs for the entire year with a potential transition into an accelerated Investigating Science (HSC) course starting in Year 10. Investigating Science is an HSC course, which if run as part of an accelerated option, will be completed in Year 11, one year ahead of time. 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.

Can you do this subject in the SeniorSchool?

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 which are directly applicable to these courses.

For further information, please see Mrs Krilich (Head Teacher Science) in the Science staffroom.

JAPANESE

Course Description

Students in Year 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 with teacher approval
- they may start a language for the first time

Course Outline

Speaking:

- Personal information
- Likes and Dislikes, food and drinks, school subjects
- Past activities, time, timetables
- Your family and other families
- Making plans
- Leisure activities
- Parts of the body, describing people
- Talking about the weather
- Animals and pets
- Time, number 100 – 1000, counters
- Shopping and Japanese money
- Describing things



Writing:

- Revision of HIRAGANA SCRIPT
- KATAKANA SCRIPT
- 30 basic KANJI in Year 10

How is this subject assessed?

You will be assessed on the three objectives of Composing, Accessing and Responding, and Interacting.

Can you do this subject in the Senior School?

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

Japanese can be studied at 2 Unit Beginners level in Year 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.

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 100 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 Purvis (Head Teacher English) in the English staffroom.

MUSIC

Course Description

The elective Music course in Year 9 and 10 is designed to develop student's 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 problemsolving.

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 and Multimedia and Australian Music will be covered.

In this course you select an instrument/s to major on. This could be a band instrument that you already can play or vocals, guitar or keyboard. All levels of musician 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 School?

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

For further information, please see Ms Allan (Relieving Head Teacher CAPA) in the CAPA staffroom.

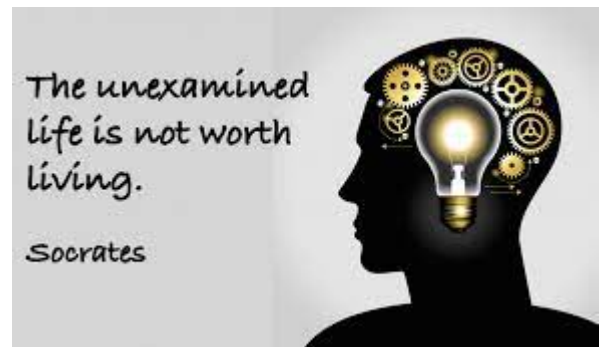
PHILOSOPHY

"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 Purvis (Head Teacher English) in the ENGLISH staffroom.

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS) – 200hr

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 sport 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 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 Johns (Head Teacher PDHPE) in the PDHPE staffroom.

For further information, please see Mr Johns (Head Teacher PDHPE) in the PDHPE staffroom.

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS) – 100hr

Course Description

The 100hr 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 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 Johns (Head Teacher PDHPE) in the PDHPE staffroom.

For further information, please see Mr Johns (Head Teacher PDHPE) in the PDHPE staffroom.

STUDIO SESSIONS

Course Description

In this course students will have the opportunity to explore a range of activities that give them a taste of the various roles sound plays in the contemporary world. Students will have the chance to delve into the world of sound production and the music studio. This course caters for a wide range of student interests and musical abilities as individual and group work will allow opportunities to select a focus area from a range of skills such as Music Producer, Audio Engineer, Film Composer.

Course Outline

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

Examples of activities may include:

- Creating new sounds
- Multi-track recording
- Remixing
- Storytelling using sound design
- Compose a soundtrack
- Foley Art- sound affects
- Performance and recording



How is the subject assessed?

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

For further information, please see Ms Meyers (Music) or Ms Ursino (Music) the CAPA 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. **STUDENTS WILL BE REQUIRED TO PURCHASE FABRIC AND NOTIONS TO COMPLETE PROJECT WORK.**



Course Outline

What will students learn about?

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles including: Apparel, Furnishings, Costume, Textile Arts and Non-apparel through the three areas of Study; Design, Properties and Performance of Textiles and Textiles and Society.

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 design have been used by textile designers
- Identify how fabric, yarn and fibre properties contribute to the performance of textile items

Past project work has included making Pyjamas, patchwork quilts, fashion garments, upcycling textiles and textile art wall hangings.

How is the subject assessed?

Project work. There are two components of project 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 SeniorSchool?

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 Ms Samojlowicz (Head Teacher 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 – 30%
2. Practical art making – 70%



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 students understanding of how to apply Visual Arts conventions in their own art making 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 a 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 School?

Yes – even without having studied Visual Art in Year 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 Ms Allan or other art teachers in the CAPA 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 student 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 Ms Allan (Relieving Head Teacher) in the CAPA staffroom.

Further Subject Information: Year 9 (2022) & Year 10 (2023)

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

You will receive a separate document that explains the online process for subject selection. This document will contain your identification for the process and outline how to access the site and make your choices along with the deadline for choices.

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

Some limitations:

1. Lines (which subjects are on at the same time) are determined by students' choice of elective subjects. Choice will be limited by the availability of staff, class sizes (minimum and maximum numbers) and by the number of staff expert in any given subject.
2. Students may study up to two Industrial Technology courses, provided they are different e.g. Industrial Technology Timber or Multimedia.
3. Food Technology A continues for two years, while Food Technology B will change into Hospitality (Accelerated) in Year 10.
4. 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 School you will be placed in a Continuers class. Those who do not study a language in Year 9 and 10 may select the Beginners course in the senior school.
5. There are **consumable costs** associated with some elective courses. The costs must be paid at the commencement of each course and are not optional.

Consumable costs for 2022

Elective	Cost \$	Elective	Cost \$
Agricultural Science	50	Industrial Technology - Timber	90
Child Studies	30	International Studies	20
Ceramics	90	Investigating Science	50
Commerce	20	Japanese	50
Creating Comic characters	50	Journalism	20
Dance	50	Music	50
Drama	50	Philosophy	20
Food Technology A	100 (Yr9)	Physical Activity & Sport Studies PASS 200hr	30
Food Technology B	200 (Yr10)	Physical Activity & Sport Studies PASS 100hr	20
(Hospitality in Year 10 2022)		Studio Sessions	20
Film Studies	20	Textiles Technology	75
French	50	Visual Arts	75
Graphics Technology	35	Visual Design	50
History – Explosive History	20	Aboriginal Studies	30
Industrial Technology Multimedia	65		
Industrial Technology Engineering	70		

Please note: Elective fees are subject to change.