

PITTWATER HIGH SCHOOL

ELECTIVE INFORMATION

Year 9 2023



'Bedside Table'

By Julia Scott Year 10

ELECTIVE INFORMATION

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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 and 10. During Year 10, students will continue in their elected 200-hour courses and the 100-hour course will change.

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 the 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:

Which courses
interest me?

Which courses
do I enjoy?

Which courses
May help with a
future career?



Which courses do
I do well in?

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.

ROSA

The Record of School Achievement records completed 200-hour stage 5 courses and grades.

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 2023.**

Alison Gambino
Principal

Katrina Purvis
Deputy Principal

Year 9 Curriculum Pattern of Study for 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 workexperience
- All My Own Work (prior to commencing Year 11 pattern of study)

Elective Courses (Choose 2 x 200-hour courses and 1 x 100-hour course)

FACULTY	ELECTIVES	HOURS
Creative and Performing Arts	• Ceramics	100
	• Comedy Characters	100
	• Drama	200
	• Music	200
	• Visual Arts	200
English	• Film Studies	100
	• Journalism	100
	• Philosophy	100
Human Society and its Environment (HSIE)	• Commerce	200
	• Explosive History	200
	• International Studies	100
	• Aboriginal Studies (Accelerated)*	200
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)*	200
	• Agriculture Science	200
Technological and Applied Studies (TAS)	• Child Studies	200
	• Design & Technology	200
	• Food Technology A	200
	• Food Technology B (Changes to Hospitality in Year 10)	100
	• Graphics Technology	200
	• Industrial Technology - Timber	200
	• Industrial Technology – Multimedia (Accelerated)*	200
	• Textiles Technology	200

*Offered to selected students only

Subject Selection Timeline Term 3	
Week 4 Term 3	
Years 8 - 9 Subject Selection Evening Wednesday 10/8/22 web choice opens at 3 pm	
Week 5	
Monday 15/8/22 Web choice closes at 9 am	

PART A

200 HOUR COURSES

CHOOSE 2

ABORIGINAL STUDIES (Accelerated)

Course Description

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

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

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

How is this subject assessed?

Year 9 & 10

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

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

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

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

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

Year 11

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

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

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

Can you do this subject in the Senior School?

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



For further information, please see Ms Peruzzi or Ms Silk in the HSIE staffroom.

AGRICULTURAL SCIENCE

Course Description

Agriculture involves time being allocated to both practical aspects and 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 Years 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 Dr Griffin in the Learning Centre or Ms Madsen in the Science 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?

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

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



Each module is approximately 15 – 30 hours in length.

How is this subject assessed?

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

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

Can you do this subject in the Senior School?

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

For further information, please see Ms Samojlowicz HT 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. 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 an informed member of society.

Students will develop:

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



Students will value and appreciate:

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

Topics to be studied

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

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 Ms Peruzzi/Ms Silk HT HSIE, Ms Wanchers, Mr Mitcherson, Ms Mumford or Ms Greene in the HSIE staffroom.

DANCE

Course Description

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



Course Outline

What will students learn about?

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

What will students learn to do?

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

How is the subject assessed?

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

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

DESIGN & TECHNOLOGY

Course Description

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

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

Course Outline

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

How is this subject Assessed?

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

Can you do this subject in senior school?

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

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

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

Additional information:

For further information please see Ms Samojlowicz HT TAS or Ms Seares in the TAS staffroom.



DRAMA

Course Description

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

Course Outline

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

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

How is this subject assessed?

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

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

Can you do this subject in the Senior School?

Yes.



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

EXPLOSIVE HISTORY

Course Description

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

Course Outline

This course explores themes such as history 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

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

Class Choice with a focus on Ancient, Medieval, Modern and/or Contemporary History

How is this course assessed?

Research tasks, tests, 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 Ms Peruzzi/Ms Silk HT HSIE, Ms Mumford or Ms Sonter in the HSIE 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 HT TAS or Ms Frangos.

FRENCH

Course Description

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

- they may continue in their present language
- they may change to a different language
- students will engage in a variety of learning activities, including communication tasks, games and project-based learning.



Course Outline

Students will learn to use French for communication in order to exchange information, ideas and opinions, make plans and negotiate with others. They will process and respond to information in French and create texts that are spoken, written, digital or multimodal. They will also learn about and reflect on French society and culture.

Topics studied include:

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

How is this subject assessed?

Students will be assessed on the three objectives of Composing, Accessing and Responding, and Interacting. Assessment may take the form of individual assignments, group tasks or in-class tests.

Can you do this subject in the Senior School?

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

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

For further information, please see Ms Hemmerle 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: Two of the option Modules

- | | |
|--|---|
| <ul style="list-style-type: none">• Core module 1• Instrument drawing• Core module 2• Computer Aided Design• Landscape drawing | <ul style="list-style-type: none">• 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 to employment such as:

- | | |
|--|---|
| <ul style="list-style-type: none">• Graphic Design• Industrial Design• Architecture• Interior Design• Interior Architecture• Furniture Design | <ul style="list-style-type: none">• Multimedia• Fashion Design• Design Management• Design Education• Jewellery Design |
|--|---|

How is this subject assessed?

Through Project based learning tasks and practical applications 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 HT TAS in the TAS staffroom.

INDUSTRIAL TECHNOLOGY – Multimedia (Accelerated)

Course Description

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

Practical projects may include:

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



Course Outline

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

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

Production - display a range of skills through the construction of design projects. **Industry Related Manufacturing Technology** - understanding of a range of materials, processes, tools and equipment, machinery and technologies.

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

How is this subject assessed?

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

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

Major Project (60 marks).

Can you do this subject in the Senior School?

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

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

Additional information:

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

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

INDUSTRIAL TECHNOLOGY - Timber

Course Description

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

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



Practical projects may include the development of:

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

How is this subject assessed?

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

Can you do this subject in the Senior School?

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

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

Additional information:

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

For further information, please see Ms Samojlowicz HT TAS in the TAS staffroom.

INVESTIGATING SCIENCE (ACCELERATED)

Course Description

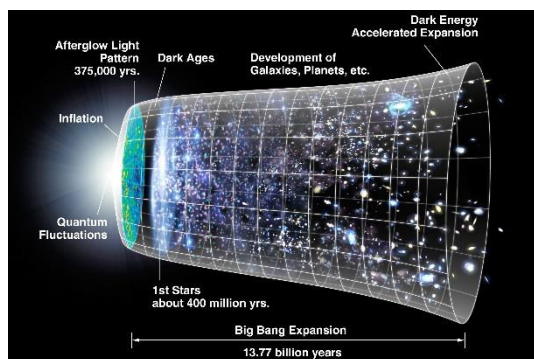
Science Academy is aimed at students who demonstrate an interest and ability in Science. The course builds on fundamental scientific skills, including inquiry-based investigation through experimentation and research. The Year 9 course runs for the entire year with a potential transition into an accelerated 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 Senior School?

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

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

JAPANESE

Course Description

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

- they may continue in their present language
- they may change to a different language
- Students will engage in a variety of learning activities, including communication tasks, games and project-based learning.

Course Outline

Students will learn to use Japanese for communication in order to exchange information, ideas and opinions, make plans and negotiate with others. They will process and respond to information in Japanese and create texts that are spoken, written, digital or multimodal. They will also learn about and reflect on Japanese society and culture.

Topics studied include:

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

Japanese script:

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



How is this subject assessed?

Students will be assessed on the three objectives of Composing, Accessing and Responding, and Interacting. Assessment may take the form of individual assignments, group tasks or in-class tests.

Can you do this subject in the Senior School?

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

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

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

MUSIC

Course Description

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



Course Outline

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

Performing

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

Composing

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

Listening

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

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

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

How is this subject assessed?

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

Can you do this subject in the Senior School?

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

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

PHYSICAL ACTIVITY & SPORTS STUDIES(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 sports and whole-school settings.

Course Outline

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

Year 9

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

Year 10

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

How is this subject assessed?

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

Can this subject be studied in the Senior 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.

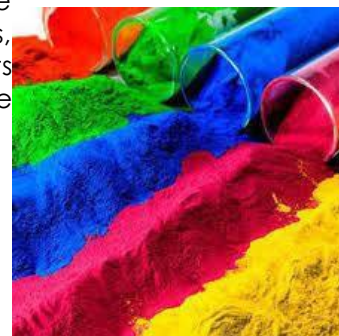
For further information, please see Mr Johns HT PDHPE in the PDHPE staffroom.

TEXTILES TECHNOLOGY

Course Description

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

Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Project work forms the basis of every unit of work and students will complete a textile item and portfolio work in each unit. **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 the 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 Senior School?

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 HT TAS or Ms Hayes in the TAS staffroom.

VISUAL ARTS

Course Description

The Visual Arts course is divided into two parts:

1. Historical and critical studies – 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 student's understanding of how to apply Visual Arts conventions in their own artmaking and to expand their understanding of how artists have responded to themes and ideas in the past.

How is this subject assessed?

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

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

Can you do this subject in the Senior School?

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

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

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

PART B

100 HOUR COURSES

CHOOSE 1

CERAMICS

Course Description

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

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

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



Students will learn about:

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

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

How is this subject assessed?

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

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

Can you do this subject in the Senior 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 Dr Hardy or other art teachers in the CAPA staffroom.

COMEDY CHARACTERS

Course Description

Theatre is represented by two masks. One depicts Drama the other Comedy. Playwrights of old understood that even the darkest play needs a lighter side. Today the scariest film has some wonderful one liners or moments of fun 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)
- American Comedy (Saturday Night Live)

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.

FILM STUDIES

Course Description

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

Course Outline

What will students learn about?

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

What will students learn to do?

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

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



How is the subject assessed?

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

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

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: Either Kitchen Operations or Food and Beverage.

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 Seares R/HT SECONDARY STUDIES or Ms Frangos.

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.

**2023 HOSPITALITY STAGE 5 COURSE DESCRIPTOR**

SIT10216 Certificate I in Hospitality

Public Schools NSW, Macquarie Park RTO 90222

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time

Course: **Hospitality (Stage 5 100 indicative hours)**Board Endorsed Course Number: **89486**

By enrolling in a VET qualification with Public Schools NSW, Macquarie Park RTO 90222, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of SIT10216 Certificate I in Hospitality <https://training.gov.au/Training/Details/SIT10216>

You will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA. This course provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. To gain a full qualification, students must achieve all competencies. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Recommended Entry 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.

Certificate I in Hospitality (Release 1) SIT10216 Training Package - 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 before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Skills gained in this course transfer to a variety of hospitality occupations in the following settings; restaurants, hotels, catering operations and clubs.

Examples of occupations in the Hospitality industry

This qualification is intended to develop entry-level skills and knowledge to assist workers entering employment as hospitality employees in occupations such as food runner, café attendant, catering assistant, barista and wait person

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 the competency requirements for performance and knowledge of the units/s of competency.

Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

Course Cost: \$200

School Specific equipment and associate requirements for students

Refunds

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

Exclusions: Nil

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

2023 Course Descriptor SIT10216 Certificate I in Hospitality Public Schools NSW, Macquarie Park RTO 90222 V1.1 Updated May 2022

Disclaimer: If you require accessible documents, please contact your VET coordinator for support

INTERNATIONAL STUDIES

Course Description

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

Course Outline

- Core study: Cultural and cultural diversity in the contemporary world
- Culture and 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 Senior School?

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

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

JOURNALISM

Course Description

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

Course Outline

What will students learn about?

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

What will students learn to do?

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

The following areas are included in the program:

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



How is the subject assessed?

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

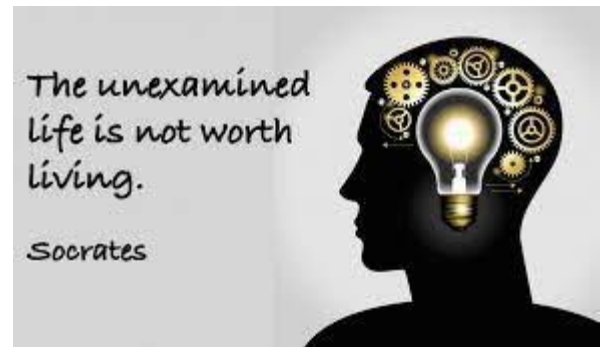
For further information, please see Ms Keen R/HT Teacher ENGLISH in the English staffroom.

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 Keen R/HT ENGLISH in the ENGLISH 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 HT PDHPE in the PDHPE staffroom.

Further Subject Information: Year 9 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 another 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. The choice will be limited by the availability of staff, class sizes (minimum and maximum numbers) and by the number of staff experts 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 Years 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 2023

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

Please note: Elective fees are subject to change.