

GOSFORD HIGH SCHOOL



ELECTIVE SUBJECTS

Year 9 - 2021

Year 10 (1 x 100 hour course) - 2021

Gosford High School: Stage 5 - 2021 Subject Selection Booklet

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CHOOSING ELECTIVES FOR YEARS 9/10

This booklet has been prepared to assist you and your parents in deciding the elective subjects to be studied in Years 9 and 10 to meet the requirements of Stage 5.

You MUST study English, Mathematics, Science, History, Geography and PDHPE. **These are referred to as the 'core subjects'.**

You MUST also study THREE 'elective subjects' in Year 9 – 2021. These elective choices are outlined in this booklet.

Year 9 elective lines

	X	Y	Z
Year 9 – 2021	200 hour course 	200 hour course 	100 hour Year 9 
Year 10 – 2022			100 hour Year 10   ** (option of acceleration here)

Line X = 200 hour (Years 9 and 10) elective

Line Y = 200 hour (Years 9 and 10) elective

Line Z = 100 hour elective (Year 9 – 2021)

You will then have the option of choosing a new 100 hour elective course for 2022

OR

Accelerate in a subject area. Acceleration will be by invitation only.

Years 9 and 10 are quite different to the previous two years of high school. A number of important changes occur:

- You will follow a set assessment schedule to determine that you have achieved the outcomes for each course.
- Your attendance, attitude to school and attention to your work must satisfy standards set by the NSW Education Standards Authority (NESA)

When choosing elective subjects students should consider the following:

- Is this a subject I will enjoy doing for the next two years?
- Am I good at this subject?
- Does this subject offer me a challenge I have not experienced before?
- Is this a subject I have always been interested in but never had the opportunity to do?

Other factors to consider when choosing:

- Don't choose subjects simply because your friends are doing them.
- Don't choose a subject because you think it might be "easy" – subjects are different, not hard or easy.

- Don't choose a subject simply because it has some exciting excursions or special activities, remember there will be a lot of work to do as well.
- Don't choose a subject because you think you might want to do it in the senior years, eg. Years 11 and 12 – the HSC syllabus is very different to the elective courses and there are no pre-requisites for HSC courses.
- Some courses require the payment of a course fee which must be paid at the start of the year- make sure your parents are aware of this.
- Some courses may not actually run if only a few students choose them.
- Some courses may not be able to take all of the students who choose them – this is why you choose “reserve” subjects.
- There are a number of people around the school who can give you more information about the subjects on offer – they are:

Ms Brady or Mr Sneddon -Careers Advisers, Mr Abra – Year Adviser (Year 8), Mr Bennett – Year Adviser (Year 9) Head Teachers, students who are doing these courses now and Mrs Klempert or Mrs Scalese Deputy Principals.

YEAR 9

What to do now -

- Go through the booklet carefully and read about every subject
- Listen to all the information being offered
- Talk to your parents
- Go to our Gosford High School website and watch the year 8 into 9 subject selection videos of each course offered for 2021. **(These will be uploaded on Thursday 27th August 2020)**
- Ask lots of questions to the relevant Head Teachers and course teachers

Then

1. Complete your subject selections online. (Instructions and a link on how to do this will be emailed to your Department of Education email account on **Monday 31st August 2020** at 8.30 am.)
2. Read the instruction at the top. **Remember to enter your elective choices as:**
 - **200 hour courses** = **2 main preferences**, and 2 'reserve' choices in case a course is full or does not run.
 - **100 hour courses** = **1 main preference** and 2 'reserve' choices in case a course is full or does not run.
3. Choose two more that are your “reserve” choices in case a course is full or does not run at all and hit submit.
4. Print the form (generated when you submit your choices).
5. Get your parent/s to sign the form.
6. Return the printed form to Mrs Klempert by **Monday 7th September 2020**.

YEAR 10

What to do now -

- Go through the booklet carefully and read about every year 10 – 100 hour subjects
- Listen to all the information being offered
- Talk to your parents
- Go to our Gosford High School website and watch the year 10 - 100 hour subject selection videos of each course offered for 2021. (**These will be uploaded on Thursday 27th August 2020**)
- Ask lots of questions to the relevant Head Teachers and course teachers

Then

1. Complete your subject selection online. (Instructions and a link on how to do this will be emailed to your Department of Education email account on **Monday 31st August 2020** at 8.30 am.)
2. Read the instruction at the top. **Remember to enter your elective choices as:**
 - **100 hour courses** = **1 main preference** and 2 'reserve' choices in case a course is full or does not run.
3. Choose two more that are your "reserve" choices in case a course is full or does not run at all and hit submit.
4. Print the form (generated when you submit your choices).
5. Get your parent/s to sign the form.
6. Return the printed form to Mrs Klempert by **Monday 7th September 2020**.

Have fun choosing your elective subjects for Years 9 and 10.

Mrs S Klempert
Deputy Principal

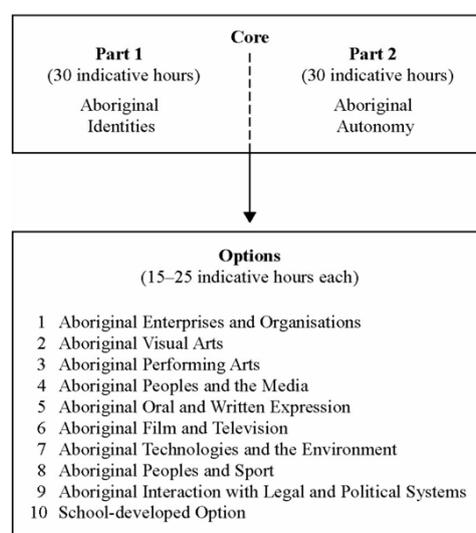
ABORIGINAL STUDIES

COURSE DESCRIPTION: 200 HOURS

Australia has two Indigenous peoples – Aboriginal Peoples and Torres Strait Islanders – who together number 798,440 according to figures from the 2016 Census and represent about 3.3% of the total population of Australia. Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their unique and diverse cultures and lifestyles.

WHAT WILL STUDENTS LEARN ABOUT?

All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges, and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal Peoples and communities. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal Peoples. They also develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.



Elective topics offered may include any of the above

WHAT WILL STUDENTS LEARN TO DO?

It is essential that students develop ethical research skills and recognise and apply community consultation protocols. In their research students gain understanding and experience of a variety of appropriate information and communication technologies. In these ways students become active and informed advocates for a just and inclusive society.

This syllabus provides opportunities for students to engage in activities and experiences to meet the learning outcomes specified in the K–10 Curriculum Framework.

These include: accessing, analysing and evaluating information understanding and appreciating social, cultural, geographical and historical contexts participating as active and informed citizens.

AGRICULTURAL TECHNOLOGY

COURSE DESCRIPTION: 200 HOURS

Students investigate the viability and broad extent of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

WHAT WILL STUDENTS LEARN ABOUT?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the school farm facilities.

WHAT WILL STUDENTS LEARN TO DO?

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Students will also gain valuable knowledge and experience in animal care and handling by becoming an active member of the GHS Agriculture GATS Program. This program runs throughout the year to cater for students who have a desire to work in the fields of Veterinary Science, Livestock Science, Animal Nutrition, or related areas.

THE BIG HISTORY PROJECT

COURSE DESCRIPTION: 100 OR 200 HOURS

The Big History Project spans 13.8 billion years of history and incorporates the insights of more than a dozen disciplines over the course of 10 short units. Along the way, students are presented with challenging readings and asked to write their responses to some of our biggest questions

The Big History Project is an interdisciplinary study of change over time from the Big Bang to the future, but at its core, it is a history course.

WHAT STUDENTS LEARN ABOUT?

Big History is a topical study of the 10 THRESHOLDS OF COMPLEXITY. These include:

1. The Big Bang
2. The Stars Light Up
3. New Chemical Elements
4. Earth & the Solar System
5. Life
6. Collective Learning
7. Agriculture
8. Expansion and Interconnection
9. Acceleration
10. The Future

WHAT WILL STUDENTS LEARN TO DO?

The Big History course focuses on three essential skills and three key concepts that we want students to master. The essential skills are: thinking across scales, integrating multiple disciplines, and making and testing claims. The core concepts are: thresholds, collective learning, and origin stories.

Big History requires students to examine big questions:

- How has the Universe and life within it grown more complex over the past 13.8 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we “know” change over time?
- How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?

Students get to participate in the important and exciting work of exploring, developing, and testing **BIG** answers.

COMMERCE

COURSE DESCRIPTION: 200 HOURS

enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

WHAT WILL STUDENTS LEARN ABOUT?

All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions. Students also study Law in Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues and their rights and responsibilities at work.

Elective topics offered may include:

- Investing, Promoting and Selling
- E-Commerce, Global Links
- Law in Action
- Travel
- Political Involvement
- Our Economy and Community Participation
- Running a Business

WHAT WILL STUDENTS LEARN TO DO?

Student learning in Commerce will promote critical thinking and opportunities to participate in the community. Students learn to research, identify and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. Students should develop research and communication skills, including the use of ICT, that build on the foundations they have developed in their mandatory courses.

Students will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace. These are important skills for success in their post-school lives.

DANCE

COURSE DESCRIPTION: 100 HOURS

Dance is offered as a 100-hour course in Stage 5 for students who are interested in dance, and choreography. Performance is an integral part of this subject and students will be given the opportunity to perform at school assemblies, dance festivals and school concerts. The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students, investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement. Emphasis is placed on student engagement, as students will be required to make a commitment to working in groups and in ensembles.

WHAT WILL STUDENTS LEARN ABOUT?

Students will study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They 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 develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They 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, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Students will be offered the opportunity to attend performance opportunities.

Satisfactory completion of 100 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#).

Assessment in this course is:

- 50% Practical
- 25% Composition
- 25% Appreciation

DESIGN AND TECHNOLOGY

COURSE DESCRIPTION: 200 HOURS

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.

WHAT WILL STUDENTS LEARN ABOUT?

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

WHAT WILL STUDENTS LEARN TO DO?

Students will learn to research independently and collaboratively and apply their knowledge to design and make creative and innovative projects using contemporary technologies and mixed media. Projects can meet the needs of a product, system or environment. Projects may be designed from materials such as timber, textiles, polymers and even food can form the basis of extended project work. Students will design and make projects utilising the faculty's 3D printer and Laser cutter technologies and will also have the opportunity to use traditional tools in a workshop environment.

Units of work in Design and Technology are conceptual in nature. For example students may solve a 'storage' problem or satisfy a 'storage' need. The design process is a way in which students' progress through the stages of research, designing and making and the supporting folio is a means of presenting designing thinking. Higher order thinking skills are applied and both individual and collaborative projects are opportunities for design students to demonstrate active and reflective learning.

This course is 60% practical and 40% theoretical.

DRAMA

COURSE DESCRIPTION: 200 HOURS

Drama is a 200-hour course that enables young people to develop knowledge, understanding and skills, individually and collaboratively, to make, perform and appreciate dramatic and theatrical works. Students take on a variety of performing and directorial roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

WHAT WILL STUDENTS LEARN ABOUT?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, playbuilding, Greek theatre, melodrama, scriptwriting, clowning, promotion design, political theatre, film making, Shakespeare, set design, Australian drama, critical theatre review, musical theatre and costume design. Students also learn about the elements of drama, stagecraft and the importance of the audience in any performance.

WHAT WILL STUDENTS LEARN TO DO?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their work and the work of others and evaluate the contribution of drama and theatre to enriching society.

This course is 60% practical and 40% theoretical.

ECO WARRIORS

COURSE DESCRIPTION: 200 HOURS

In the contemporary position of the world, the human and natural environments are on the precipice. Eco Warriors will cater for the curious mind who has an invested interest in the future of the planet. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. We want the critical mind. The mind that can question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

WHAT STUDENTS LEARN ABOUT?

Through an inquiry approach, students will explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. Below is a list of possible topics that can be offered. It is more likely that teachers will also create some school developed topics based on students' needs and interests.

Options for study:

1. Physical Ecology
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Geo-politics
7. Social justice
8. Ego vs Eco

WHAT WILL STUDENTS LEARN TO DO?

Asking distinctively global changing questions including but not limited to:

- planning an inquiry and evaluating information
- processing, analysing and interpreting that information
- reaching conclusions based on evidence and logical reasoning
- evaluating and communicating findings
- reflecting on inquiries and responding, through action, to what has been learned
- Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry, including understanding and observing ethical practices.

FILM AND MEDIA STUDIES

COURSE DESCRIPTION: 100 HOURS

The film and digital media course is offered as 100-hour course in Stage 5 for students who are interested in moving image studies. Production is an integral component of this subject and students will be given the opportunity to create moving images production in the forms of animation, video, performance works, installation works – time based and other moving photographic and digital forms. Students will also be given the opportunity to create moving images in the form of computer-generated images, games, web design and internet art as part of a PBL project-based learning, student directed task.

Moving image works and portfolios will be developed in interactive and moving forms. The portfolio is compiled of digital works that demonstrate the student's various investigations of the world. Students will explore the practice and work of a range of artists such as filmmakers, videographers, digital artists and animators to inform their own practice. The portfolio can develop over time and may include one or more individual pieces that are related through subject matter or ideas and/or an experimental approach to the use of forms, materials and techniques.

WHAT WILL STUDENTS LEARN ABOUT?

Content is organised in three broad areas as it connects with making, historical and critical interpretations and explanations of digital media. Students undertaking this course will learn about how digital and media studies comprise of conventions, technologies, traditions and relationships between the agencies. They will learn about how artists represent ideas and interests in moving image works. They will learn about ethical issues in the production of moving images and safe working environments.

WHAT WILL STUDENTS LEARN TO DO?

Through planned learning experiences, students will learn to create a series of moving digital images that reflect personal experiences and responses. Students will be writing, directing, shooting and editing a variety of film and digital moving images. Student will work independently, in teams and collaboratively to create moving digital images that communicate ideas and meaning through the exploration of visual qualities and visual literacy devices.

A **PBL project** will be required where students will be asked to create independent or collaborative investigations in the digital moving image genre in a form of their choice. This could include film, animation, gaming, web design or internet art.

Satisfactory completion of 100 hours of study in Film and Media Studies during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's [Record of School Achievement \(RoSA\)](#)

Assessment in this course is:

- 40% Practical
- 40% Appreciation
- 20% PBL student self-directed learning portfolio.

This course will suit students interested in film studies or who wish to extend their experience in photography beyond the 100 hour PDM course.

FOOD TECHNOLOGY

COURSE DESCRIPTION: 200 HOURS

Food Technology is a course for students who are interested in the area of food, health, diet and nutrition. The course is a balance between theory and practical work, allocated 50 % theory and 50% practical each week. The course encourages students to explore, examine, analyse and critique a range of foods, processing techniques and food products in order to a greater expertise in the field of food, health and nutrition and food preparation.

WHAT WILL STUDENTS LEARN ABOUT?

Year 9: This course aims to embed the applied sciences of nutrition and dietetics into all aspects of the course. Students will study microbiology in order to appreciate the role of 'good' and 'bad' microbes in the generation of a healthy gut biome and their role in food spoilage and food production. Additionally students will examine a range food processing and production methods via current and emerging technologies in order to be able to assess the nutritional profile of these foods. These include extrusion technology, retort pouching, aseptic packaging, cold pressure processing, the use of food additives via a range of profiled food products. As part of our investigation, food sampling and assessment of a range of contemporary food products, including functional foods, is carried out and we consider how processing alters the nutritional profile of foods and the implications for health. In a subsequent unit, students investigate the evolution of Australian cuisine and the many factors that have shaped and moulded it, including migrant influences. This is further enhanced via a food safari excursion to Sydney to hear some of wonderful migrant stories connected to food businesses while sampling a range of foods. The final unit is titled Celebrations and offers the students many experiences to develop practical skills via extended practical projects.

Year 10: While still maintaining the foundations of nutrition and dietetics, students scrutinise food security and the impact of globalisation associated to specific foods. Food equity and social justice issues and in particular breaches to human rights and role of multinationals are assessed in the light of cocoa bean production for all types of chocolate products. Further the outcomes of inequity is considered in relation to nutritional deprivation and diseases commonly experienced. Building upon this is the subsequent unit of Extreme Nutrition that examines the extremes of malnutrition, causes and disease consequences including xerophthalmia, goitre and orthorexia. Foods, Fads, Fallacies and Fashion unit explores the impact of culture, belief systems and social norms in shaping the perception of food and food taboos around the world and heir nutritional implications. Exploring a range of fallacies and fads and their impact on health forms the second part of this unit. The final unit at the end of the year involves a food styling unit and where students participate in a number of extended projects they can individualise.

WHAT WILL STUDENTS LEARN TO DO?

Students gain a huge range of skills from being more critical in assessment, discernment, and awareness, being more informed and empathetic about the issues mentioned above. They gain life changing skills which allow them to be autonomous individuals who are able to make wiser choices and decisions about diet and health and ultimately quality of life for themselves as global citizens .

FOOD TECHNOLOGY – HUMAN NUTRITION AND DIETETICS

COURSE DESCRIPTION: 100 HOURS

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

In this 100 hour course there is a focus on the nutritional content food and therefore how the knowledge of nutrients enables the production of recipes for specific purposes. Students as a result are skilled to then develop unique recipes of their own and experience authentic engagement with the health needs of groups in society by developing answers as dietary solutions to improve health status of individuals.

WHAT WILL STUDENTS LEARN ABOUT?

Students 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 major emphasis of the Food Technology syllabus is on students exploring food- related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

WHAT WILL STUDENTS LEARN TO DO?

Food recipe development and food product development relies on both the scientific knowledge of the properties of food and food chemistry. This course equips students with knowledge to solve inquiry based learning in the food technology room.

Students gain a huge range of skills from being more discerning, aware, informed and critical about the health issues. They gain life changing skills which allow them to be autonomous individuals who are able to make wiser choices and decisions about the types of foods purchased and prepared.

STUDENTS WILL LEARN TO

- Distinguish the role of various nutrients in the diet
- Analyse recipes based on the major food nutrients
- Design specific diets for specific health concerns

NESA requirements	The 100 hour course, Food Science and product development integrates popular topics from the 200 hour course such as
Students undertaking the 100-hour course are required to complete: <ul style="list-style-type: none"> • three to four focus areas such as 	<ul style="list-style-type: none"> • Food Equity • Food Selection and Health • Food for Specific Needs • Food Trends

INDUSTRIAL TECHNOLOGY – ENGINEERING

COURSE DESCRIPTION: 200 HOURS

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

WHAT WILL STUDENTS LEARN ABOUT?

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

WHAT WILL YOU LEARN ABOUT?

This course focuses on core modules which investigate structures, vehicles and engineered devices including robotics, electronic and mechanical control systems. Projects are designed to promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course solving problems relating to engineered structures. Students learn to communicate as engineers through technical freehand and computer aided design drawings and also learn to prepare engineering reports to document experiments and processes undertaken in the development and production of practical projects. Projects reflect the nature of the engineering profession and provide opportunities for students to work collaboratively developing and applying specific knowledge, designing, producing and evaluating materials and structures and their impact on society and environment. Students use formulas to calculate and solve problems, learn to use CREO parametric - a CAD program to design products for specific purposes as well as experiment with a range of equipment, tools and machines to test prototypes and products. Students will design and make projects utilising the faculty's 3D printers, Laser cutter prototype technologies and the newly acquired CNC mill.

WHAT WILL STUDENTS LEARN TO DO?

Design, build, test and evaluate -

- Engineered structures with a focus on bridge structures
- Engineered Mechanism with a focus on gears, levers, simple machines and engineered principles.
- Alternative energy prototypes
- Control systems –remote, mechanical and use of actuators, sensors and controllers

IST – MULTIMEDIA

*Learn to be a creator not just a user of **multimedia**. Develop practical skills in a range of tools like animation, special effects for film and websites and create interactive **multimedia** products. You will develop, design and produce your own **multimedia** project.*

COURSE DESCRIPTION: 200 OR 100 HOURS

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. At Gosford High School we study the focus areas of:

- Multimedia

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

WHAT WILL STUDENTS LEARN ABOUT?

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

WHAT WILL STUDENTS LEARN TO DO?

Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

WHAT WILL STUDENTS LEARN TO DO?

Students will have practical experience in:

- Web Design
- Video Production
- Creating Apps and Interactivity
- Games and Simulation development

INFORMATION AND SOFTWARE TECHNOLOGY – CODING AND ROBOTICS

Information and Software Technology is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

COURSE DESCRIPTION: 100 HOURS

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

WHAT WILL STUDENTS LEARN ABOUT?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course 100 hour include:

- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Robotics and Automated Systems.

WHAT WILL STUDENTS LEARN TO DO?

The course has a focus on coding and coded systems.

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

INTERNATIONAL STUDIES

COURSE DESCRIPTION: 200 HOURS

International Studies will appeal to students with an interest in world cultures and is a good complement to studies in HSIE. It develops an understanding and appreciation of culturally diverse societies. It will be highly relevant and interesting to students who are considering studies in Geography, Society and Culture, Ancient History, Modern History, Extension History, Legal Studies, Business Studies, Economics or any language in the senior school.

WHAT STUDENTS LEARN ABOUT?

International Studies is an exciting course that gives students the opportunity to study a broad range of issues in an international context. International Studies is a course for the global citizen. It is extremely engaging if you are curious about the world, its cultures, its sites and its people. If you want to be a globe trekker, this subject is for you if you hope to:

- travel overseas
- work overseas
- work for an overseas company
- work in a hospitality, people or tourism industry
- study a subject like International Studies at university

The course includes a core study on understanding culture and diversity in today's world, as well as options including but not limited to:

Options for study:

- Culture Diversity
- Travel and Tourism
- Culture and Food
- Culture and Performing Arts eg Bollywood, K-Pop
- Culture and Sport eg cricket, surfing, Irish dance, wife carrying, tree throwing
- Media and Australian Culture, politics and religion
- Culture and Gender traditions, work and significant women
- Coming to Australia (migrants and refugees)
- Culture and Belief Systems (religion and non-religion)

WHAT WILL STUDENTS LEARN TO DO?

Students will develop skills to investigate and analyse information from a variety of sources. To communicate information, ideas and their opinions. More importantly student will begin their socialisation into young adult and this course will help them grow more responsible, developing values and attitudes towards:

- a just society
- intercultural understanding
- informed and active citizenship
- ethical research practices
- lifelong learning

ISTEM

iSTEM – STEM education integrates Science, Technology, Engineering and Mathematics into one unique subject.

The imperative of STEM skills - The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge. The importance of STEM subjects to Australia is indisputable. Future employment opportunities for our students will be enhanced with STEM based knowledge.

COURSE DESCRIPTION: 200 HOURS

iSTEM is a School Developed Board Endorsed Course which was developed by Regional Development Australia. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It covers a number of modules in the fields of science, technology and engineering. Pure mathematics and science topics are not included in this course, instead students learn about technological and engineering concepts which by their very nature are scientific and mathematical.

WHAT STUDENTS WILL LEARN ABOUT?

Modules reflect the many disciplines of Engineering:

- **Mechatronics** – building, programming and testing algorithms to perform a variety of control mechanisms with sensors, motors and actuators
- **Aerodynamic** – Aerodynamics principles, forces and design solutions including determining solutions using vector notation
- **Motion** – including electronics, energy and technologies related to motion and motion calculations. 3CAD and CAM – 3D drawing on x,y & z axes; 3D modelling; rapid prototyping; CAD and CAM software; CNC mill production
- **Biomedical, Space and Surveying optional modules**

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry based learning techniques.

STEM activities may include

- Science and Engineering Challenge
- Electric Vehicle Festival
- F1inSchools
- Challenge days
- RoboCUP and Robotics Challenge days
- Excursions e.g CSIRO, University of Newcastle, etc
- Major Research Projects
- The National Science Poster Competition

WHAT WILL STUDENTS LEARN TO DO?

It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to actively learn through practical application of theory. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Thus in the course structure there are many points at which students raise questions and explore ideas. In each of the modules, students will work either as an individual or in small groups to complete projects which incorporate critical and creative problem solving using scientific and mathematical concepts. Each project will follow the design process and a folio for each project will be developed, forming the basis for assessment. 4

MAGNA HISTORIA

COURSE DESCRIPTION: 200 HOURS

The open ended, inquiry-based nature of Magna Historia provides a wonderful opportunity for students to engage at deeper and more engaging levels of History. The content flexibility of the course allows students to pursue some of the more fascinating areas and topics in history both as a class and through individual research projects (IRPs). Magna Historia allows students to see history as a study of varying human experiences reflecting differing perspectives and viewpoints. You get to study the history that you would rather be studying.

WHAT STUDENTS LEARN ABOUT?

The open-ended nature of the elective course allows students tremendous opportunities to engage in areas of history they are passionate about. The course is designed to encourage students to be the 'drivers and designers' of the course of study. A brief outline of the course is provided below with some of the options listed.

Topic to study might include, but is not limited to...

Topic 1: Constructing History	Topic 2: Ancient, Medieval and Early Modern Societies	Topic 3: Thematic Studies
<ul style="list-style-type: none"> • Ancient Sources > Modern Discoveries • King or monster – Richard III • The Renaissance • Tyrants, Dictators and the cult of the Leader • Film is fiction? 	<ul style="list-style-type: none"> • Archaeology, eg. Time team • The Americas, eg. Incas & Aztecs • Medieval, eg. Japan & China • Social history through literature, art, music and dance • The Persians and the Ottoman Empire 	<ul style="list-style-type: none"> • Ancient Girl Power • Myth and legend • History through Space • Crime and Punishment • Sport and recreation in History • Technology in History

NB: No Australian history will be studied so as to avoid any overlap with the Stage 5 mandatory history course.

WHAT WILL STUDENTS LEARN TO DO?

Students will learn to be critical, creative thinkers and to analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the past and rational and informed arguments. Through their study of historiography they will learn to appreciate the complex nature of history and how approaches to, and interpretations of history have changed over time. Students will learn to see history as a living, changing construct. Further, students will develop their independent learning skills through their active participation in course design and developing appropriate assessment strategies.

MARINE STUDIES AND AQUACULTURE TECHNOLOGY

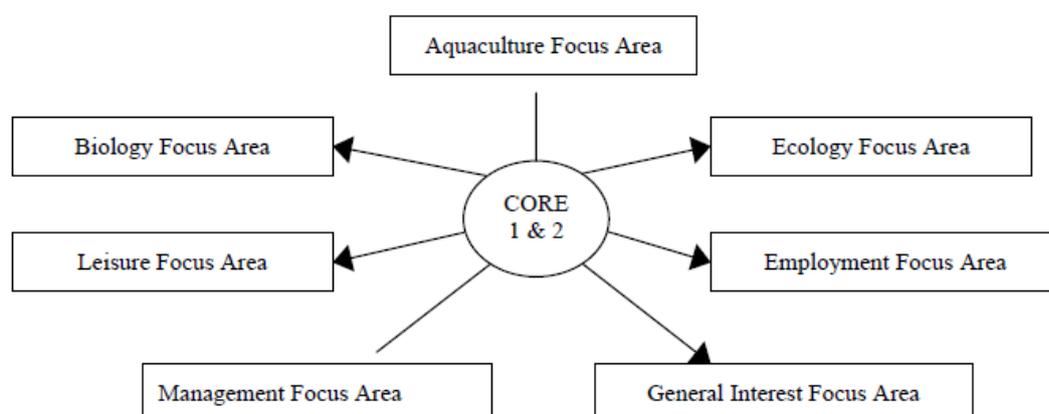
COURSE DESCRIPTION: 100 OR 200 HOURS

The aim of the *Marine and Aquaculture Technology Years 7–10 Syllabus* is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

WHAT WILL STUDENTS LEARN ABOUT

1. knowledge, understanding and appreciation of marine and aquatic environments
2. knowledge, understanding and appreciation of the economical sustainability of aquaculture
3. knowledge, understanding and appreciation of the role of aquaculture in the preservation of wild seafood stocks and the marine environment
4. knowledge, understanding, skills and attitudes that promote ethical and sustainable practices in the use, management and protection of the marine environment
5. knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
6. knowledge, understanding and appreciation of the industries and organisations using, managing and regulating aquaculture and the marine environment
7. knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts.

COURSE OVERVIEW



MODERN LANGUAGES – French, Japanese, and Spanish

FRENCH

COURSE DESCRIPTION: 200 HOURS

In today's globalised world, the ability to speak a foreign language and understand another culture is a valuable asset for all students, regardless of their future career goals as it broadens students' opportunities in all fields. French is the official language of France and an additional 28 francophone countries and also widely spoken in many countries around the world. It is an official language of the United Nations, the European Union, the Olympic Games and many other bodies. French is an Indo-European language and belongs to the family of Romance languages derived from Latin. Through the study of French, students experience and engage with elements of modern France and francophone countries, including art, cuisine, literature, film and music. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

WHAT WILL STUDENTS LEARN ABOUT?

This course develops students' French language skills through study of a range of personal, social and global issues. Students develop the skills to discuss, debate, persuade, analyse and evaluate in French. Issues are viewed from both Australian and Francophone perspectives and may include:

- Social Dynamics (friends vs frenemies)
- Heroes and Role Models
- Sustainable Living (consumerism, etc)
- Juggling Act (school-life-work balance)
- Growing Pains (rights and responsibilities)
- Well-being (diet, exercise, stress)
- Holidays and Travel
- Life where I'm from (urban vs rural lifestyles)
- Now and Then (traditions and innovation)
- Memories and Milestones (identity and experience)
- Future Plans and Dreams

To support and further enrich their learning experiences, sister school visits and a range of incursions and excursions are offered to students whenever possible.

Note: *The Stage 6 (Year 11 and 12) French Continuers course has pre-requisites and assumes prior knowledge gained through 200 hours of study in Stage 5. Please consult with Languages staff.*

WHAT WILL STUDENTS LEARN TO DO?

By the end of Stage 5, students use French in sustained interactions to exchange information, ideas and opinions. They participate in collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond to information, opinions and ideas. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They understand an increasing range of verb forms, and elements of French grammar to express complex ideas.

JAPANESE

COURSE DESCRIPTION: 200 HOURS

Japanese is the official language of Japan, one of the most technologically advanced societies and economies in the world. Japan is an important strategic and economic partner of Australia, with strong relationships in education, trade, diplomacy and tourism. The study of Japanese allows students to engage with elements of modern Japanese popular culture such as *anime*, *manga*, music and fashion, as well as connect with Japan's rich cultural traditions and history. In today's globalised world, the ability to speak a foreign language and understand another culture is a valuable asset for all students, regardless of their future career goals. Languages are a skill that complement all other areas of learning and open doors to international collaboration and careers in all fields. Learning a language exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

WHAT WILL STUDENTS LEARN ABOUT?

Students will develop their capacity to discuss, debate, persuade, analyse and evaluate in Japanese through the study of a range of personal, social and global issues. Issues are studied from both Australian and Japanese perspectives and are selected in consultation with students. Topics of study may include:

- Memories and Milestones (identity)
- Education – a universal experience?
- Juggling Act (school-life-work balance)
- Growing Pains (rights and responsibilities)
- Now and Then (traditions and innovation)
- Holidays and Travel
- Life where I'm from (urban vs rural lifestyles)
- Comedy and Culture
- Sustainable Living (consumerism, etc)
- Well-being (diet, exercise, stress)
- Future Plans and Dreams (time capsule)

To support and further enrich their learning experiences a range of incursions and excursions are offered to students whenever possible.

Note: *The Stage 6 (Year 11 and 12) Japanese Continuers course has pre-requisites and exclusions and assumes prior knowledge gained through 200 hours of study in Stage 5. Students of Japanese heritage or with significant in-country experience (more than 12 months) must consult Languages staff as different eligibility criteria apply for Years 11 and 12 and alternative courses are available from Year 9 to prepare for those pathways.*

WHAT WILL STUDENTS LEARN TO DO IN THE STUDY OF A MODERN LANGUAGE?

By the end of Stage 5, students use Japanese in sustained interactions to exchange information, ideas and opinions. They participate in collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond to information, opinions and ideas. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They write texts comprising hiragana, katakana and familiar kanji. They understand the systematic nature of Japanese grammatical forms and use them to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience.

SPANISH (YEAR 10 ONLY)**COURSE DESCRIPTION: 100 HOURS**

The ability to speak a foreign language increases opportunity for travel, study and employment. Students' develop a greater awareness of the world around them, and an understanding and appreciation of new cultures that students encounter as well as their own.

Spanish is one of the most widely spoken languages in the world with more than 480 million native speakers. It is the official language of 21 countries including Spain, Mexico, Peru, Chile and Argentina, which offers students a broad and rich range of cultural and historical perspectives.

Spanish is an official language of the European Union and one of the six languages of the United Nations. It has also been identified as a priority language in Australia based on international trade and foreign investments. Spanish speaking communities continue to have a global influence in fields such as the arts and entertainment, cuisine, sport and recreation, and scientific innovations.

Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, it improves creative and critical thinking and enhances employment opportunities.

WHAT WILL STUDENTS LEARN ABOUT?

This course provides an initial foundation to develop students' Spanish language skills through building their skills in listening, reading, writing and speaking across a range of topics connected to their personal world. No prior knowledge is assumed or required. Issues are viewed from both Australian and Spanish perspectives and may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • This is me (identity) • Hobbies and Leisure • Are we there yet? (transport and directions) • New horizons (holidays and travel) • That's new to me (celebrations and festivals) | <ul style="list-style-type: none"> • Guess who? (describing people and pets) • Life where I'm from (my local environment) • Now and Then (recounting past events) • Education and Work • ¡Qué rico! (dining out) |
|---|---|

To support and further enrich their learning experiences a range of incursions and excursions are offered to students whenever possible.

Note: *Students who complete this 100 hours Stage 5 elective will still be eligible to study the Spanish Beginners course in Year 11 and 12, provided students have not had additional exposure or instruction in Spanish. Eligibility restrictions apply to Languages courses. Please consult with Languages staff.*

WHAT WILL STUDENTS LEARN TO DO?

By the end of the course, students will use Spanish to exchange information, ideas and opinions. They participate in collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems relating to their personal world. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond to information, opinions and ideas. They compose simple informative and imaginative texts to express ideas, attitudes and values, experimenting with known linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They understand an increasing range of verb forms, and elements of Spanish grammar to express their own ideas.

MUSIC

COURSE DESCRIPTION: 200 HOURS

Music is a 200-hour course that encourages the development of self-expression by encouraging the sharing of ideas, feelings and experiences. The course enables students to develop knowledge, understanding and skills in a range of musical contexts through activities in performance, composition and listening. Students will develop solo and ensemble skills. The course would be well suited to students with interests or skills in performing and composing.

WHAT WILL STUDENTS LEARN ABOUT?

Students will study a variety of topics that represent a broad range of musical styles, periods and genres. These may include:

- Jazz
- Popular Music
- Film Music
- Music of the Theatre
- Australian Music
- European Traditions

Each topic will be explored through activities in Performance, Composition and Listening.

WHAT WILL STUDENTS LEARN TO DO?

In Music, students will:

- develop their skills on a chosen performing media such as the keyboard, guitar, trumpet, flute, voice, etc.; however, they are encouraged to seek private tuition on their instrument to expedite development.
- have experience in using computer-based and other technologies to create and notate compositions and record and enhance performances.
- learn how to read and write music and interpret music scores, discussing and analysing how composers use the concepts of music in their works.

The study of the concepts of music underpins the development of skills in performing, composing and listening. It is beneficial that students become proficient in reading and writing music notation.

Student assessment will be based on:

Individual and ensemble performance, oral presentations, composition activities and listening exercises focusing on the concepts of music.

OUTDOOR EDUCATION (YEAR 9 ONLY)

COURSE DESCRIPTION: 100 HOURS

Outdoor Education aims to provide opportunities to students interested in outdoor activities. The study of outdoor activities is undertaken with co-existent knowledge of the fragile nature of the environment in which these activities take place, enjoying and protecting this environment for the future as well as their use. Students are provided unique opportunities and locations to develop leadership, communication and collaboration skills.

WHAT WILL STUDENTS LEARN ABOUT?

The course includes the study of selected units from the following core modules:

Campcraft

- Outdoor heritage and culture
- Equipment
- Technological Advancements

Bush Safety and Survival

- Dangers in the Bush and safety procedures
- Bush First Aid
- Rescue Organisations

Outdoor Survival

- Navigation, route planning
- Food and equipment planning

Wilderness Studies

- Wilderness ecosystems
- Principles and issues of conservation

Outdoor Activities and Leadership

- Outdoor activities and wilderness pursuits
- Group movement and decision making
- Leadership

WHAT WILL STUDENTS LEARN TO DO?

Students will acquire skills and techniques to question, research, plan, develop and assist in clearly establishing the role and balance of outdoor education activities and the environment.

PHILOSOPHY

COURSE DESCRIPTION: 100 HOURS

Philosophy is a living practice which calls us to critique our own pre suppositions, and asks us to assess ideas in relation to our own lives and society. In engaging with the ideas of philosophy, we both study philosophy and also do it. This course will expand our students minds on the human and natural world by using it as a canvas to form opinions and understand the way human society has been shaped.

WHAT STUDENTS LEARN ABOUT?

Philosophy can be thought of as engaging in an 'adventure sport for the mind', in which we can develop critical thinking techniques and learn to use the mind in new and exciting ways. The skills which are developed in the practice of philosophy are also relevant to many other areas of academic study, as well as in the complex living of our ordinary lives. Much of Western philosophy is based on the priority of reason and logic in human thought, however to fully understand the human condition we must also consider the role of experience, emotions and the body.

Dr Kerry Sanders

Options for study:

1. Applied philosophy
2. Explorations of Power
3. 20th Century World Changers through rhetoric
4. The 'ism' revolution
5. Nietzsche and the Nazi's
6. The Digital Age
7. Modern warfare and ethics

WHAT WILL STUDENTS LEARN TO DO?

In the Philosophy course student will develop:

- an understanding of how to think of solutions to the central problems of philosophy.
- how to engage in philosophical conversations with others about topics that matter.
- a greater knowledge of the range of ethical theories, and how they apply to life situations.
- an ability to discuss different philosophical positions on ethics
- their knowledge and understanding of universal and topical issues using the theoretical tools
- skills to research a interest further
- insights into the individual thinkers and their contribution to the development of philosophy, politics and psychology.
- An understanding and implications of our modern century for our contemporary world view

PHOTOGRAPHIC AND DIGITAL MEDIA

COURSE DESCRIPTION: 200 HOURS OR 100 HOURS

Photographic and Digital Media is a 100-hour course that provides opportunities for students to enjoy making and studying a range of photographic and digital media works. Students will investigate visual language and engage in new technologies by experiencing the development of photography and digital media into the 21st century. Students in Year 9 will be invited to attend a three-day excursion to Melbourne.

WHAT WILL STUDENTS LEARN ABOUT?

Students will experience a large variety of 2D and 4D technologies (film). Experimentation with this variety of media will assist in the choices and making of still, interactive and moving images. They learn to represent their ideas and interests regarding contemporary trends and how photographers, videographers, filmmakers, and computer/digital artists make photographic and digital media works.

WHAT WILL STUDENTS LEARN TO DO?

Students learn about:

- Pin-hole cameras and the traditional “wet” darkroom techniques
- Manual SLR cameras, black & white photography in the darkroom
- DSLR still imaging – studio lighting, action photography, low light imagery, documentary film studies and a PIP project.
- Photoshop, Lightroom and iMovie editing suites
- Photographic master classes and excursions

Students will:

- Process and document their photographic & filmmaking practice in their Photographic & Digital Media journal and learn to critically interpret and analyse how photographers and film directors have engaged audiences over time.

This course is 60% practical and 40% theoretical.

PHYSICAL ACTIVITY AND SPORTS STUDIES

COURSE DESCRIPTION: 200 HOURS

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

WHAT WILL STUDENTS LEARN ABOUT?

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

WHAT WILL STUDENTS LEARN TO DO?

Students will develop skills that advance their ability to work collaboratively, display management and planning skills to achieve personal and group goals in physical activity and sport, perform movement skills with increasing proficiency and analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

TEXTILES TECHNOLOGY

Fashion illustration, construction and jewellery making

COURSE DESCRIPTION: 100 HOURS

Students engage in Project Based Learning where the focus is in creating a Global Design Studio business. Students learn to apply their knowledge of fibres and fabrics to construct a clothing capsule of coordinated items. Students then learn to communicate their fashion ideas through industry standards in fashion illustration and this section of the course is supported with a tutorial spent at the Whitehouse Institute of Design, Surry Hills. Synthetic polymers are also studied and students design and make resin jewellery to complement their fashion capsule. The documentation of learning is recorded in a website.

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. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

WHAT WILL STUDENTS LEARN ABOUT

Students learn about textiles through the study of TWO main focus areas:

- Apparel and Non-apparel fashion accessories.

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study; Design, Properties and Performance of Textiles, Textiles and Society are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating.

WHAT WILL STUDENTS LEARN TO DO?

Students will emulate the work of a fashion designer. Students will learn to:

- Sketch and render fashion illustrations
- Interpret commercial patterns and manufacture a capsule of clothing
- Draft simple patterns
- Design applying inspirations
- Interpret the design ideas of Australian designers
- Justify fibre and fabric choice for end uses
- Create a web site to showcase their design thinking
- Design and make simple jewellery pieces to complement their capsule of designs

Students are required to complete:

- a minimum of two units of work, with each unit being developed from a different focus area.

Students will study:

- Design
- Properties and performance of textiles

VISUAL ARTS

COURSE DESCRIPTION: 100 OR 200 HOURS

The Visual Arts course can be studied for 200 or 100 hours in Stage 5 (Years 9 and 10). The Stage 5 visual Arts course provides a foundation for Stage 6 and the Accelerated HSC Visual Arts course (to be introduced in 2021). It involves students learning to engage with visual texts to imagine, produce and exhibit. Every person has creative potential. Students today are visual communicators and Visual Arts provides an exciting and rewarding opportunity to engage in the making and studying of visual language. Visual Arts allows for student choice of both the materials and ideas in their art-making, supported by influencing artists. Students in Year 9 will be invited to attend a three-day excursion to Melbourne.

WHAT WILL STUDENTS LEARN ABOUT?

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their artmaking, drawing ideas from their environment to inspire their artmaking. Students will learn the visual language used by practicing artists to communicate ideas.

WHAT WILL STUDENTS LEARN TO DO?

Students will learn:

- Creative Thinking
- Critical Thinking
- Reflective Thinking

A wide range of creative media

- **Drawing**- pencil, charcoal, ink & wash, oil pastels, water-colour pencils
- **Sculpture**- plaster, wire, clay & plastic wrap
- **Painting**- water-colour, acrylic, canvas, board, card
- **Mixed media**- individual & group work
- **Installation**- group work
- **Ceramics**- sculptural & relief
- **Digital Drawing** - technology and design

Students will:

- Process and document their art-making practice in a Visual Arts Diary.
- Learn to critically interpret and analyse the visual language used by artists
- Create a range of artworks based on learning and personal interests and strengths
- Build a portfolio
- Attend an excursion to Melbourne

This course is 60% practical and 40% theoretical.

YEAR 9 ELECTIVE SELECTIONS 2021

Choose **THREE** elective courses for study for Year 9:
2 x 200 hour courses, 1 x 100 hour course

Be sure to check the proposed fees
 for your chosen elective before selecting it for either the 200 or 100 hour courses.

200 hour courses:

Aboriginal Studies - 200 hours	Nil
Agricultural Technology - 200 hours	\$50
Big History Project - 200 hours	Nil
Commerce - 200 hours	Nil
Design and Technology - 200 hours	\$90
Drama – 200 hours	\$50
ECO Warriors - 200 hours	Nil
Food Technology – 200 hours	\$140
Industrial Technology – Engineering - 200 hours	\$90
Information Software Technology– 200 hours	\$60
International Studies - 200 hours	Nil
ISTEM - 200 hours	\$90
Magna Historia - 200 hours	Nil
Marine Studies and Aquaculture Technology – 200 hours	\$45
Modern Languages: French - 200 hours	Workbook: \$60
Modern Languages: Japanese - 200 hours	Workbook: \$55
Music - 200 hours	\$50
Photographic and Digital Media – 200 hours	\$100
Physical Activity and Sports Studies - 200 hours	Some activities will incur a fee - Approximately \$110 throughout the year
Visual Arts – 200 hours	\$75

100 hour courses:

Big History Project - 100 hours	Nil
Dance - 100 hours	\$25
Film and Media Studies – 100 hours	\$50
Information and Software Technology – Coding & Robotics – 100 hours	\$60
Marine Studies and Aquaculture Technology – 100 hours	\$45
Outdoor Education - 100 hours	\$110
Philosophy - 100 hours	Nil
Photographic and Digital Media – 100 hours	\$50
Textiles Technology – 100 hours	\$35
Visual Arts – 100 hours	\$50

YEAR 10 ELECTIVE SELECTIONS 2021

Choose **ONE X 100 HOUR** elective course for study for Year 10.

Be sure to check the proposed fees
for your chosen elective before selecting it for the 100 hour courses.

The Big History Project – 100 hours	Nil
Dance - 100 hours	\$25
Film and Media Studies – 100 hours	\$50
Food Technology – Human Nutrition and Dietetics – 100 hours	\$70
Information and Software Technology – Coding & Robotics – 100 hours	\$60
IST Multimedia – 100 hours	\$30
Marine Studies and Aquaculture Technology - 100 hours	\$45
Modern Languages: Spanish - 100 hours	Workbook: \$30
Philosophy - 100 hours	Nil
Photographic and Digital Media – 100 hours	\$50
Textiles Technology – 100 hours	\$35
Visual Arts – 100 hours	\$50