

NORTHERN BEACHES SECONDARY COLLEGE

MANLY CAMPUS



Stage 5 Course Outlines

(including Stage 6 Accelerated Courses)

Years 9 –10

2024 – 2025

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Overview

NSW NESA Mandatory Stage 5 Requirements

Students must complete mandatory Stage 5 studies in English, Mathematics, Science, Geography, History and Physical Education, Health and Personal Development (PDHPE)

Adding Electives

At Manly Campus, students are required to also complete two 2 year (200hr) elective courses across Years 9 and 10 and one 1 year (100hr) elective course in Year 9 (Elective Pathway 1). In Year 10, students will further develop their critical and creative thinking skills through the initiation, management and completion of an Independent Learning Project (ILP).

Including a Stage 6 Accelerated Subject

The Department of Education's *High Potential and Gifted Education* policy identifies acceleration as an effective talent development strategy. At Manly Campus, students will be offered the opportunity to study one of the following Stage 6 (Year 11) subjects during Year 10:

- Biology
- Community and Family Studies (CAFS)
- Food Technology
- Mathematics Advanced
- Textiles and Design

The application process includes students submitting self-nomination and assessment forms to be reviewed by a panel consisting of the Principal, Deputy Principal and the faculty Head Teacher. Students can only choose one subject for acceleration.

Students who are successful in gaining a position in accelerated Biology or Mathematics must complete two 2 year (200hr) elective courses across Years 9 and 10 and one 1 year (100hr) elective course in Year 9 (Elective Pathway 2). A compacted Stage 5 curriculum and Stage 6 accelerated courses are delivered through Biology and Mathematics core classes.

Students who are successful in gaining a position in accelerated CAFS, Food Technology or Textiles and Design must complete one 2 year (200hr) elective course across Years 9 and 10 and two 1 year (100hr) elective courses in Year 9 (Elective Pathway 3 in table below). The accelerated courses run on elective lines.

Elective Pathway 1	Elective Pathway 2	Elective Pathway 3
<p>YEAR 9:</p> <ul style="list-style-type: none"> • Elective A (200 hr course) • Elective B (200 hr course) • Elective C (100 hr course) <p>YEAR 10:</p> <ul style="list-style-type: none"> • Continue Elective A • Continue Elective B • ILP (100 hour course) 	<p>YEAR 9:</p> <ul style="list-style-type: none"> • Elective A (200 hr course) • Elective B (200 hr course) • Elective C (100 hr course) <p>YEAR 10:</p> <ul style="list-style-type: none"> • Continue Elective A • Continue Elective B • Shortened ILP course (100 hr course) • 2 x study periods <p><i>Note: Compacted Stage 5 and Accelerated Mathematics & Biology courses are delivered in Year 9 and Year 10 core classes. These are not run on elective lines.</i></p>	<p>YEAR 9:</p> <ul style="list-style-type: none"> • Elective A (200 hr course) • Elective C (100 hr course)* • Elective D (100 hr course)* <p>YEAR 10:</p> <ul style="list-style-type: none"> • Continue Elective A • Accelerated CAFS, Food Technology or Textiles and Design (<i>replaces Electives C and D</i>) • 2 x study periods <p><i>Note: *Electives C and D must be Board Endorsed courses.</i></p>

- **All pathways = 15 periods per cycle of electives, meeting NESA requirements.**

Record of School Achievement (RoSA)

After completion of the Stage 5 requirements, students will be eligible for the Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they complete the Higher School Certificate or leave school. All Stage 5 assessment is internal and there are no external examinations in Year 10.

Choosing Elective Courses – Key Considerations

To assist in your choice of elective courses, you need to consider the following:

- **abilities** - choose subjects which provide opportunities for you to further develop your strengths
- **interests** - choose subjects which interest you and will keep you engaged and motivated
- **career aspirations** - subjects studied in Years 9 and 10 can provide a strong foundation for further study in Years 11 and 12 and beyond.

English

Pre-requisites: Stage 4 English

Course Description

Students of English in Years 9 and 10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful, using a range of technologies.

Students learn about:

Students study a range of texts, including novels, poetry, film and multimodal texts. These give students experiences of Australian and Asian texts as well as literature from other countries and times. Students also gain insights into the experiences of First Nations Australians, and multicultural Australia.

Students also study texts that give them the experience of cultural heritages, popular cultures, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students also experience Shakespearean drama.

Students learn to:

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English. Students use technology in a variety of ways to analyse and compose texts.

Homework and study requirements

Students can expect regular homework involving:

- writing, speaking and viewing activities
- short and extended responses
- class and assessment tasks
- research tasks.

How will student performance be assessed?

Assessment will be ongoing and varied, including formative and summative activities. Tasks may involve short or extended responses in a variety of language modes and in different forms e.g. a written response in the form of a feature article. Tasks may also be imaginative or involve interpretation or analysis of texts.

How will this course help me in the senior years?

The study of language and literature enriches us and teaches us about the importance of empathy as we learn to consider the perspectives of others. Sustained writing in a variety of forms is integral to the study of most HSC courses, university courses and the workplace. The study of 2 units of English is compulsory in Years 11 and 12.

Fees: Nil

Geography

Pre-requisites: Nil

Course Description

The course covers a number of topics:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

The study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. Geography does this by:

- focusing objectively on the physical components of environments - this enables students to view a community as part of the wider global environment
- providing a basis for recognising and responding to the constant changes taking place in environments at local, regional, national and global scales
- providing geographical methodologies that contribute to an understanding of the world; examining the various perspectives of people in communities and the consequences of their actions on environments
- empowering students with a knowledge of civics that enables them to exercise citizenship.

Homework and study requirements

Homework may consist of revision questions, research, analysis, understanding of current events, as well as writing reports. Students are expected to constantly revise their work so that time management and assessment task preparation become more effective.

How will student performance be assessed?

Students will be assessed through a variety of means such as examinations, research tasks, oral presentations and report writing. Fieldwork will form an integral part of assessment.

How will this course help me in the senior years?

The study of Geography will prove useful in senior schoolwork, particularly development of data interpreting research and writing skills for Social Sciences courses.

Fees: There is a fee for an excursion in Year 10 (\$30 approx.).

History

Pre-requisites: Nil

Course Description

The course covers a number of topics:

Year 9

- Making a Better World (The Industrial Revolution)
- Australians at War (World War I)
- Australians at War (World War II)

Year 10

- Conflict in Asia
- Rights and Freedoms
- Popular Culture, including a Decade Study

Students develop a variety of historical skills including the comprehension of historical texts, the use of historical terms and concepts, and the understanding of the relationship between different events. They also engage with different types of sources, analysing their reliability and synthesising them to support an historical argument. Focus is given to increasing the understanding that historians' perspectives and interpretations of events can differ, and to encouraging empathetic approaches to learning about the past.

Students acquire skills in research such as asking relevant questions about the past, planning historical investigations and locating information from a variety of sources. Emphasis is placed on communication skills by developing students' ability to communicate effectively in written, oral and digital forms, and to formulate effective historical arguments.

Homework and study requirements

Homework may consist of note summaries, revision questions, research, source analysis and historical writing. Students are expected to constantly revise their work so that time management and assessment task preparation become more effective.

How will student performance be assessed?

Students will be assessed through a variety of means such as examinations, research tasks, oral presentations and essay writing. A site study will form an integral part of assessment.

How will this course help me in the senior years?

The course continues to consolidate historical interpretation and writing skills as well as study habits necessary for successful senior HSC History study.

Fees: There is a fee for an excursion in Year 10 (\$30 approx.).

Independent Learning Project (ILP)

Course Description

This course will see students work independently on passion-based projects, categorised into entrepreneurial, design, research, subject specific and art. Throughout the project, students will have the opportunity to work with teachers, peers and external experts to achieve a high quality product which is showcased at the end of the third term to a public audience. Each project is broken into three cycles of learning - Discover, Create and Share.

Please note, students choosing accelerated pathways will do a shortened version of the ILP project.

Students learn about:

- creativity
- critical thinking
- self-directed learning
- time management and organisation
- reflective thinking.

Students learn to:

- manage time
- prioritise tasks
- think creatively and critically
- be self-directed learners
- develop a higher order question and provide a solution to it
- modify and change initial ideas
- research in an in-depth and effective manner
- produce a high-quality end product.

How will this course help me in the senior years?

The project management skills learnt during this course will help students who elect to study subjects that require the completion of major works in the senior years. The strong focus on self-reflection will help students with their study of English in years 11 and 12. The development of time-management and organisation skills, as well as critical and creative thinking, will support students' learning throughout their studies in all subjects during the senior years and the HSC.

How will student performance be assessed?

Students will be assessed formatively throughout the course with regular progress updates and journal documentation, as well as with an end of course presentation of learning. Students will need to have demonstrated significant effort the course and have proven an understanding of high-order, critical thinking and inquiry question development. The end-of-course presentation will consist of an exhibition of work presented to family and other students, highlighting the students' unique response and creation of a product in response to their chosen inquiry question. The students will finally complete a task reflection in which they analyse their process in completing the project.

Fees: Nil

Mathematics

Pre-requisites: Stage 4 Mathematics

Course Description

The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from Mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

Stage 5 is designed to develop skills, understanding and the capacity to work mathematically in the strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

All students are expected to complete all core outcomes, and appropriate pathway outcomes, by the end of Year 10. Students successfully completing this at a high level are eligible to enroll in the Year 11 Mathematics Standard or Mathematics Advanced Course. Students who successfully complete the Stage 5 Mathematics program (core and pathways), with outstanding results, are eligible to enroll in both Year 11 Mathematics Advanced and Mathematics Extension 1 courses (Stage 6).

Students who demonstrate outstanding talent in their studies in Mathematics are given the opportunity to develop their talent through a special program of acceleration. It is expected that these students will study Mathematics at the highest level, Mathematics Extension 2, when they sit the HSC.

Students learn to:

- solve problems in unfamiliar situations,
- analyse and evaluate more complex situations,
- apply their mathematical abilities to the world around them,
- enjoy the challenge of interpreting situations related to everyday activities.

Homework and study requirements

Homework: Students are expected to spend approximately 30 minutes each school night on their study of Mathematics. This time would cover such activities as consolidation and/or extension exercises and relevant research assignments.

Summaries: In addition to ongoing homework, students should maintain a summary of the main concepts of the syllabus, the main formulae and a selection of questions which each student considers tests the main skills and understandings of a given topic.

Students in the accelerated program are expected to spend a slightly longer time on each of the above.

How will student performance be assessed?

Common tests: These constitute part of the formal reporting elements of the assessment program. Students in Stage 5 will complete these on three occasions during the year. Students will receive notification in sufficient time prior to the test to allow for comprehensive revision and preparation.

How will this course help me in the senior years?

The course is a solid foundation for the study of all senior Mathematics courses.

Fees: Nil

Personal Development, Health and Physical Education

Pre-requisites: Nil

Course Description

The Year 9 and 10 content strands act as the major organisers for the course content. They are:

- Health, Wellbeing and Relationships
- Healthy, Safe and Active Lifestyles
- Movement Skill and Performance

Students learn about:

A range of health and physical activity concepts including respectful relationships; personal identity to promote health, safety and wellbeing of themselves and others; physical activity, nutrition, mental health and wellbeing, sexuality and sexual health, safety alcohol and other drugs.

Students learn to:

Develop skills and strategies to manage their own and others health; enhance personal strengths; manage change; challenge power, abuse, violence and how to protect themselves and others; make healthy and safe choices; take action to promote the health, safety and wellbeing of their communities; interpersonal skills and skills to support them to enhance performance and participation in a lifetime of physical activity.

How will student performance be assessed?

Assessment for Learning, Assessment as Learning and Assessment of Learning approaches that align to the outcomes will be used to measure the expected learning of students. These will include Individual Outcomes based assignments; Peer Assessment, Self-Assessment; Teacher Observations; Student Work Samples and Rubrics.

Other Requirements

Students are required to:

- wear correct school sports uniform and appropriate shoes for practical classes
- follow all sporting rules during practical lessons and participate with sportsmanship
- complete regular homework tasks as set by their teacher
- bring a work book or BYOD for the theoretical component of the PDHPE course.

How will this course help me in senior years?

The PDHPE content strands provide the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. PDHPE is a mandatory subject in Stage 5.

Fees: \$10

Science

Pre-requisites: Stage 4 Science

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based choices and ethical decisions, and to engage in finding innovative solutions to science-related issues, including sustainable futures.

Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the living, chemical, earth and space, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community. Experimental design and practical skills are integral throughout each of these areas.

Students learn about:

Through their study of Science, students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

In Year 9 all students will study Atoms, Materials and Chemical Reactions, Health and Disease, Heat, Light and Sound, Electromagnetic Radiation, Body Coordination, Energy in Ecosystems, Electricity and team Experimental Design and Method.

In Year 10 all students will study Chemical Reactions, Genetics and Evolution, Physics of Motion, Earth and Plate Tectonics, the Universe, Experimental Design and complete an Individual Research Project and first-hand investigation of their choice.

Students learn to:

Students work individually and in teams to plan and conduct investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process, they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their knowledge and understanding and viewpoints.

Homework and study requirements

Homework will be set on a regular basis by individual teachers. Students are expected to read and revise each night in addition to preparation for tests and completion of set first-hand investigation and assignment work. All students have electronic copies of the textbook from which to study, revise and answer questions.

How will student performance be assessed?

In Year 9, a major assignment will be set in each term. These are in the form of a research task, visual and/or oral presentations, and a team or group experiment design and report. There are also topic tests at the end of each topic. In Year 10, assessment involves a research assignment, topic tests, individual design, carrying out and reporting on a first-hand investigation of their choice and a Yearly examination.

Ongoing assessment for and as learning occurs throughout all of Stage 5 Science.

Other Requirements: Footwear and safety in Science Laboratories

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all laboratory safety rules for practical work in Science.

Fees: Materials for first hand investigations \$13.

**STAGE 5 200 hour
(Years 9 and 10)
ELECTIVE courses**

Commerce (200 Hour)

Pre-requisites: Nil

Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

Topics covered include:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement
- Our Economy
- Investing
- Promoting and Selling
- Running a Business

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy and making students more informed citizens. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation, while undertaking research and working collaboratively in groups. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Homework and study requirements

Students can expect homework consisting of revision questions, research, analysis, understanding of current events and writing reports. Students are expected to constantly revise their work so that time management and assessment preparation become more effective.

How will student performance be assessed?

Students will be assessed through a variety of means such as group projects, research tasks, oral presentations, report writing and the use of computer technologies.

How will this course help me in the senior years?

Students who study Commerce will have a sound foundation of skills and knowledge applicable to Economics, Business Studies and Legal Studies in the senior school.

Fees: There is a fee for an incursion in Year 10 (\$25 approx.)

Computing Technology (200 Hour)

There are no prerequisites for this course.

Course Description

Tomorrow's graduates will require highly developed levels of digital literacy and computational thinking. The development of an informed awareness of the capacities, scope, limitations and implications of hardware and software systems is fundamental to today's students.

The study of Computing Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology based solutions.

The majority of the course work in Computing Technology is presented through projects, which allows individual responses and encourage responsibility for learning.

Students learn about:

- the Internet, website and app development
- robotics and automated systems
- digital media that is fit for purpose, i.e. 3D printing
- software development and programming
- documentation methods and structures
- networks security
- artificial intelligence.

Students learn to:

- manage computer hardware and software
- design, produce and evaluate a website and or app for a given purpose
- develop and design a robotic or automated product that incorporate 3D printed components
- work with existing code to identify data types and control structures, leading to the development of algorithm descriptions
- develop programming skills to create a software game, mechatronic and automated systems
- manage projects and document their development process.

How will student performance be assessed?

Practical assignments, classwork, homework in the form of a research task

How will this course help me in the senior years?

Having studied Computing Technology in Years 9 and 10 is a definite advantage if you are considering Software Engineering or Design and Technology in Years 11 and 12. Information, Hardware, Software and Communication skills are an integral part of all senior syllabi and as a result of studying this course, students will be better equipped to make appropriate use of, and informed choices about, Computing Technology.

Fees: \$50 each year.

Dance (200 Hour)

There is no prerequisite for this course.

Course Description

Dance focuses on the 3 interrelated components of performance, composition and appreciation.

Students develop the ability to express themselves through dance, devise their own compositions, understand anatomy and physiology, and appreciate the significance of dance to a range of social and historical contexts.

The study of dance supports the physical, creative and intellectual development of all students. This course caters to all students regardless of previous dance experience. Students who are newer to dance will learn how to creatively use movement for expression and perform complex skills with confidence, while more experienced students will also be challenged to refine their practice and understand dance as a professional artistic discipline.

Students learn to:

- perform a range of dance skills and develop their technique in a variety of dance styles
- describe and analyse dance performance
- explore and use a range of stimuli to create movement
- develop, structure, and reflect on their own compositions.

Students learn about:

- safe dance practice and dance technique
- the elements of dance - space, time and dynamics - as the tools of dance composition
- dance as a form of communication
- a variety of dance styles and their cultural and historical origins, including contemporary, jazz and musical theatre
- the significance of dance as an artform
- the broader context of the dance industry in Australia.

Homework and study requirements

Students will be required to maintain a dance journal for all homework and class tasks, which may include research, reflection and writing tasks. Performance practice outside of class is also required. It is beneficial for students to participate in dance training outside of school hours to maintain their fitness, although this is not required.

How will student performance be assessed?

Individual and group performances, reflective journal tasks, research and analytical tasks, and dance compositions.

How will this course help me in the senior years?

It is recommended that students interested in studying Dance in Years 11 and 12 complete the Stage 5 course. However, the skills and knowledge learnt in Dance will benefit students across all future academic disciplines.

Fees: There is a fee for an excursion to a Sydney Dance Company performance (\$60 approx.).

Design and Technology (200 Hour)

Pre-requisites: Nil

Course Description

Design and Technology is about developing skills, harnessing your creativity and applying it to a range of contexts to produce individual projects. In Design and Technology projects are based on concepts, to which each student develops their own unique designs or solutions.

The study of Design and Technology assists students to appreciate and explore a range of careers in the field of design and technological innovation. Students critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle.

A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design project should be relevant to the identified need and student interests. It is expected that there will be greater opportunities offered to students in successive design projects to enhance the development of knowledge, understanding and skills.

Design and production folios reinforce and document student learning. Documentation provides the student with a means of recording all aspects of the design process used, evaluating and justifying the reasons for the decisions made. Design and production folios will provide evidence of the design process used in the development and the realisation of a project.

Core Content

The following areas must be integrated when developing units of work:

- a holistic approach
- design processes
- activity of designers.

Students learn about:

- factors affecting industrial designers and their work
- a typical CAD/CAM workflow
- different types of software for drawing, setting up and using (CAM) machinery
- the application of design elements to design projects
- the design process appropriate to selection of materials
- drawing conventions.

Students learn to:

- apply a range of creative thinking strategies to generate ideas for design projects
- use CAD to develop a range of 2D and 3D drawings
- use software to prepare CAD drawings for the CAM production process
- integrate components generated on computer controlled machinery into projects
- use a range of hand and machine tools safely in the development of their projects.

How will student performance be assessed?

Practical projects, supporting documentation, research assignments/homework.

How will this course help me in the senior years?

Having studied Design and Technology in Years 9 and 10 is a definite advantage if you are considering a Design and Technology in Years 11 and 12 or a career in a design field.

Feedback from tertiary educators indicates that the skills developed in 2D and 3D CAD are fundamental in developing an ability to visualise and explain three-dimensional concepts, a skill that is basic to many research and creative fields.

Other Requirements: Footwear and safety

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all workshop safety rules for practical work in Design & Technology.

Fees: \$100 each year. In addition students may be required to purchase some materials to suit their design projects which are beyond the usual scope of student projects.

Drama (200 Hour)

Pre-requisites: Nil

Course Description

Drama encourages an experimental approach to exploring the world through enactment. The collaborative nature of this art-form engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students learn to:

- improvise and playbuild
- characterise
- build dramatic skills (focus, timing, tension, rhythm)
- perform scripted drama
- write critically about performance
- design for the theatre.

Students learn about:

- implementing directorial visions into performance, design, production and dramatic writing
- drama in Australian and other cultures
- a variety of dramatic forms (commedia dell'arte, Greek theatre, etc.)
- the role of various people associated with the theatre
- the actor-audience relationship.

Homework and study requirements

- process log
- performance practice
- research into theatrical styles.

How will student performance be assessed?

Process log books, individual and group performances and research tasks.

How will this course help me in the senior years?

Drama develops creative and critical thinking skills as well as the tools for communicating and presenting ideas. These skills are transferable to all subjects. While it is not a pre-requisite, it is advisable that students interested in studying Drama for the Higher School Certificate complete the Stage 5 course.

Fees: \$30 each year.

Engineering Technology (200 Hour)

There are no prerequisites for this course.

Course Description

The Engineering focus area of Industrial Technology provides opportunities for students to gain practical experience in and investigate the concepts used in Engineering disciplines, especially disciplines that are current growth areas in Engineering.

Engineering Technology gives students the opportunity to solve problems in the areas of structures, mechanisms, control systems (electronics) and renewable energy.

Students learn about:

- why different materials have different properties
- the principles of electronics, hydraulics and pneumatics
- definitions and functions of corrosion and friction
- how do solar, wind, geothermal, wave and human power work?

Students learn to:

- use CAD software to draw up plans and to generate designs for CAM (Computer Assisted Machining)
- design, make and race mouse trap powered vehicles
- build electronic control circuits around a working product/s
- use a 3D printer to create project components
- use simulation software to investigate control system behaviour
- design and build simple machines / projects powered by alternative energy
- build a tower from spaghetti to hold a 500g weight
- assemble, load programs and test a Mini Segway manually and via Bluetooth phone app
- design, 3D print, assemble and fly a mini Quadcopter
- investigate, design, construct and test a Mini Major project incorporating renewable energy.

Assessment

The syllabus stipulates that skill development through practical experiences occupy the majority of class time. This will be reflected in assessment which includes practical and research assignments, homework and tests.

How will this course help me in the senior years?

Having studied Engineering Technology in Years 9 and 10 is a definite advantage if you are considering Design and Technology or Engineering Studies in Years 11 and 12 (Engineering Studies deals with the analytical techniques and concepts studied in Engineering disciplines at University).

Other Requirements: Footwear and safety

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all workshop safety rules for practical work in Engineering Technology.

Fee: \$100 for Year 9 and \$120 for Year 10. In addition students may be required to purchase some materials to suit their Engineering projects which are beyond the usual scope of student projects.

Food Technology (200 hour)

Pre-requisites: Nil

Course description

Students will undertake a range of practical experiences that occupy the majority of course time. Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes. Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food.

Students learn about:

- how our diets and food availability have changed and the reasons for these changes
- the reasons for developing food products and the impact of past and present food product innovations on society
- the variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances for certain food choices
- the nutritional needs of individuals and groups, explain the effects of poor nutrition and investigate means of improving the nutritional status of individuals and groups
- food trends influence food selection, food service and food presentation. Students explore factors that influence their appeal and acceptability.

Students learn to:

- prepare safe foods, which was prepared in the past, as well as, those that reflect the eclectic nature of Australian cuisine
- design, develop and produce a food product.
- plan and prepare nutritious foods to meet specific food needs in various circumstances to reflect national food guidelines
- plan and prepare appealing food that reflects contemporary food trends and food presentation skills.

How will student performance be assessed?

Practical work, research assignments / presentations.

How will this course help me in the senior years?

Having studied Food & Technology in Years 9 and 10 is a definite advantage if you are considering studying Food and Technology in Years 11 and 12.

Fee: \$175 each year

History (ELECTIVE) (200 Hour)

Pre-requisites: Nil

Course Description

Students undertake a variety of topics that develop a range of skills. Student preferences for particular options are taken into account in choosing specific topics.

In Year 9 and 10 topics may include aspects of:

- Roman History
- French Revolution
- Witchcraft and Persecutions
- History of Medicine
- Film as History
- 20th Century Terrorism
- Exploiting Africa –Slave Trade and Colonisation
- US Civil War
- The Tudors
- Bronze Age Greece and the Trojan War
- Alexander the Great
- Hoover and the FBI
- Cuban Revolution

Students will undertake a variety of tasks including research, note taking, essay writing, and analysis of visual texts, such as films and documentaries. There are a number of opportunities for students to choose their own direction and be creative in their approach.

The use of ICT is integrated into all topics. Students learn to empathise, use historical terms and concepts, explain different perspectives, and cooperate in group investigations.

Homework and study requirements

Homework may include revision questions, research, source analysis and essay practice. Students are expected to constantly revise their work so that time management and assessment preparation become more effective.

How will student performance be assessed?

Tasks are varied and allow for different learning styles. These may include essay writing, oral presentations and research tasks.

How will this course help me in the senior years?

While not a prerequisite for Senior History, this course will further develop the historical and analytical skills that are invaluable to the study of Ancient History, Modern History and History Extension.

Fees: Nil

Languages – French, Japanese (200 Hour)

Pre-requisites:

Students choosing French or Japanese must have studied the target language in Year 8. Special consideration may be given to students who wish to study both languages in Year 9 and 10. Please discuss this with the Languages staff. Background speakers of French or Japanese must consult with the Languages staff before choosing this as an elective.

Course Description

The Year 9 and 10 course gives students the opportunity to further their study of French or Japanese. The aim of Modern Languages K–10 is to empower students to become effective communicators in the target language by developing linguistic competence and intercultural capability. Through the study of a language, students will develop their intellectual ability, as well as their understanding of the world and their place in it. In addition, students who study a language develop a greater understanding of their own language, thereby increasing communicative ability and literacy skills in English.

Course Outcomes

Interacting - exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

Understanding texts - analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Creating texts - creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Topics for study may include:

- Food & Drink
- Describing People
- Going out
- Leisure & Sport
- School life
- Home life
- Health
- Holidays & Travel
- Celebrations
- Friends
- Clothing
- Special Events

How will student performance be assessed?

Each assessment task focuses on specific course outcome or outcomes. A mix of tests and assignment work, including production of a short film as Project Based Learning, will be used to assess students' level of achievement in communicating in, and understanding and creating texts in the language they study. At the end of Year 10 a grade that reflects NESAs Course Performance Descriptors will be determined from the students' overall achievement.

How will this course help me in the senior years?

The study of a language in Stage 5 (200 hours) is a pre-requisite for the Continuers Course in Stage 6. Knowledge of a second language (or multiple languages) increases a student's educational and employment opportunities, as well as being a valuable life skill.

Fees: French \$80 in Year 9 and \$40 in Year 10. Japanese \$80 in each year. Fees include student workbooks and access to Language Perfect online. There may be additional costs for incursions, excursions and competitions.

Music (200 Hour)

Course Description

Music is an elective subject that is offered as a 200 hour course over Years 9 and 10. The course is built sequentially from the mandatory course and is designed for students who wish to extend their musical learning and performance, composition and listening skills. They will study the compulsory topic, Australian Music, a number of additional topics including Music of another Culture, Baroque, Classical, Jazz Music, Theatre Music and Music for small and large ensembles. Students will work individually and in groups throughout the course.

Students learn about:

- recognising the use of musical concepts in a range of repertoire characteristic of the topics studied
- understanding how the musical concepts are used and manipulated
- understanding and interpreting the impact of technology on musical styles, periods and genres and various forms of musical notation
- improvising and arranging music in various styles, periods and genres
- creating compositions both individually and in groups characteristic of the topics studied
- notating compositions using various forms of traditional and non-traditional notation and technologies
- analysing and comparing music of various styles, periods and genres characteristic of the topics studied
- identifying and discriminating between ways in which musical concepts have been used and manipulated
- interpreting and analysing a broad range of repertoire characteristic of the topics studied.

Students learn to:

- perform individually and in groups a range of repertoire and styles characteristic of the topics studied
- perform musical compositions and arrangements both individually and in groups characteristic of the topics studied
- perform and interpret music from a range of styles that use various forms of musical notation and technologies
- improvise and arrange both individually and in groups in the styles of the topics studied
- improvise and compose musical ideas both individually and in groups characteristic of the topics studied
- notate compositional work using a range of notational forms and technologies
- listen to, analyse and compare a range of repertoire characteristic of the topics studied
- identify, compare and discriminate between ways in which musical concepts have been used and manipulated in a broad range of repertoire
- interpret the range of repertoire used for listening and analysis.

Homework and study requirements

Each student is expected to have private tuition on their chosen instrument. They are also expected to practice regularly. Students will be required to complete homework and assessment tasks.

How will student performance be assessed?

Assessment tasks will include the following learning experiences – Performance (students will perform music related to the course topics), Composition (students will develop Compositional skills by composing music related to the course topics) and Listening (all music studied will relate to the course topics).

How will this course help me in the senior years?

The knowledge, understanding and skills gained in the course provide a firm foundation for the study of Music 2 in Stage 6 and those wanting to select Music in the senior years should be taking this course.

Fees: \$40 each year.

Physical Activity and Sport Studies (200 hour)

Pre-requisites: Nil

Course Description:

This course enhances students' capacity to participate affectively in physical activity and sport, leading to improved quality of life for themselves and others. Students are introduced to valuable and marketable skills in organisation, enterprise, leadership and communication. The Course promotes learning through experiences in physical activity and sports movement that challenges students beyond what is offered in PDHPE. Students are provided with the opportunity to investigate civic responsibility and ethics as they relate to a range of physical activity and sport issues.

Students learn about:

The content is organised in modules within the following three areas of study:

- foundations of physical activity
- physical activity and sport in society
- enhancing participation and performance.

Students learn to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and leisure activities that are different from what is currently offered in the mandatory PD/H/PE course
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to make informed physical activity and sport decisions.

How will student performance be assessed?

50% Practical - may include log books, peer assessment and self-assessment tasks and rubrics.

50% Theory - includes individual and group work, class projects and tests.

How will this course help me in the senior years?

Physical Activity and Sport Studies provides a further basis that is built on in the Senior PDHPE elective. The course provides opportunity for students to develop skills that would prove advantageous in many career options such as teaching, sports science, injury rehabilitation and event management.

Fees: \$40. Additional costs may be required according to student sport and recreation choices as part of the practical component.

*Also offered as a 100 hour course

Textiles Technology (200 Hour)

There are no prerequisites for this course

Course Description

A study of Textiles Technology provides students with broad knowledge of the properties and performance and uses of textiles. Completion of practical projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques. Project work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Practical project work forms the basis of every unit of work.

Areas of Study

There are three areas of study:

- Design
- Properties and Performance of Textiles
- Textiles and Society.

Students learn about:

- a range of sources of design inspiration, generating and developing design ideas and the use of commercial patterns or simple pattern production to create their textile items
- the practice of textile designers
- the methods of applying colour and decoration such as printing, beading, digital printing, appliqué, quilting and embroidery
- the unique properties of a range of textiles and the ways in which they perform for specific uses
- the use of textiles as an expressive and functional medium in different cultures.

Students learn to:

- design, produce and evaluate textile items from the following focus areas – apparel, costume, furnishing and textile arts
- create a range of textile items that make use of innovation in a creative way such as garment construction techniques
- communicate their design ideas and manufacturing of their chosen textile item.

How will student performance be assessed?

Practical projects, Supporting Documentation, Assignments and Experiments

How will this course help me in Senior Years?

Having studied Textiles Technology in Years 9 and 10 is a definite advantage if you are considering Textiles and Design in Years 11 and 12. Textiles Technology will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

Fees: \$100 each year. In addition students are required to purchase fabrics, patterns and other materials to suit their design projects.

Visual Arts (200 Hour)

Course Description

Visual Arts is an elective subject that is offered as a 200-hour course over Years 9 and 10. The course seeks to further develop skills learnt in Years 7 and 8 and extend the range of experiences across a diverse range of forms. Visual Arts provides opportunities for students to enjoy the making and studying of art.

Students learn about:

- the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms
- how art is shaped by exploring artists and artworks from different times and places.

Students learn to:

- make artworks using a range of materials and techniques including:
 - 2 dimensional forms (e.g. drawing, painting, photography, digital media)
 - 3 dimensional forms (e.g. sculpture, installation)
 - 4 dimensional forms (e.g. video, digital animation)
- explore diverse subject matter, concepts and issues and produce a body of work
- explore possibilities of digital media using computer programs such as Adobe Photoshop, Illustrator and InDesign and use of a graphics tablet
- record procedures and activities about their artmaking practice in their Visual Arts diary
- investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies.

Students produce a range of artworks including:

Year 9

- **“Growth and Decay”** - exploration of theme through creating a series of self-portraits over time using a range of materials and styles
- **Bundanon Art Camp**; investigation of the landscape through artist led workshops in drawing, landscape painting, environmental sculpture, mixed media and photography
- **“Metamorphosis”** – developing a body of work through creating 2D series of artworks
- **Sculpture** – creating 3D forms using a range of materials, techniques and styles.

Year 10

- **“Still Life”** - exploration of digital SLR photography through learning about the camera and producing a series of prints exploring traditional and contemporary setups in a professional photography studio
- **“The Secret Life of Objects”** - developing a body of work using own choice of materials and style including drawing, painting, collection of works, sculpture, video, animation, digital media, photography and graphics tablet works.
- **“Hybrid design”** - making a mixed media artwork by integrating and creating designs from a number of sources including drawing, stencilling, spray painting, collage, photography, digital media

How will student performance be assessed?

Students will be assessed on artmaking activities, which will include documenting work in the Visual Arts diary and progressively working on practical tasks and body of works. Students will also be required to complete critical/ historical research tasks.

How will this course help me in the senior years?

The study of Visual Arts provides the foundation for study of Visual Arts in Years 11 and 12. The development of skills in this subject will be beneficial when producing Body of Works for the Higher School Certificate in Visual Arts. The development of skills in this course is beneficial for senior subjects that include a major project including English Extension, Design and Technology, Drama and Dance. It will also assist in tertiary studies and careers in visual arts photography, digital media, film-making, advertising, graphic design, animation and fashion, industrial, interior and web design.

Fees: \$100 each year. In addition, there is a fee for the Bundanon Art Camp in Year 9 (approximate cost \$450).

**STAGE 5 100 hour
(Year 9 only)
ELECTIVE courses**

Architecture and Graphic Design (100 Hour)

There are no prerequisites for this course.

Course Description

This course gives students a valuable introduction to the graphical language and techniques that are used in virtually every design oriented profession - e.g. Industrial Design, Graphic Design, Engineering disciplines, Architecture and Surveying. In this course, the areas of Architectural Drawing and Graphic Design/Desktop Publishing are studied.

Reflecting the professional environment, we use computers and a range of industry standard graphics and CAD applications to create and modify digital images, computer based animation and rendered 3D models. Sketching is promoted as an important skill to develop and communicate ideas.

This course is delivered through a project based approach, which encourages students to develop individual solutions to the real world challenges presented. Students have the opportunity to complete this course with a published work, such as the annual school magazine, *The Pines*.

Students learn about:

- designing effective and workable house layouts
- effective page design and layout
- understanding and using type effectively
- design principles and sketching techniques
- drawing plans to Australian professional standards.

Students learn to:

- design layouts, for example *The Pines* magazine
- work collaboratively in small groups
- draw house plans and 3 dimensional architectural models
- use CAD software such as AutoCAD Architecture to generate 2D and 3D images, including textures, lighting and shadows and photo-realistic rendering
- use graphics software such as Photoshop, InDesign and Illustrator to produce finished artwork such as product design, logos or packaging
- manage design and production, for example *The Pines* magazine.

How will this course help me in the senior years?

Having studied this subject in Years 9 and 10 is also a definite advantage if you are considering Engineering Studies in Years 11 and 12 (Engineering Studies deals with the concepts and analytical techniques studied in Engineering disciplines at University).

Feedback from tertiary educators indicates that the skills developed in Graphics Technology are fundamental in developing an ability to visualise and explain three-dimensional concepts, a skill that is basic to many research and creative fields.

How will student performance be assessed?

Class projects

Fees: \$20.

Creative Writing (100 Hour)

Pre-requisites:

Nil

Course Description

"You should write because you love the shape of stories and sentences and the creation of different words on a page. Writing comes from reading, and reading is the finest teacher of how to write." --Annie Proulx

This course will expand students' creative writing skills in a variety of modes, including short fiction and poetry. Students will develop in-depth and practical knowledge of creative writing processes. Students will manipulate the basics of narratives to create imaginative pieces of writing with the intention of taking the reader beyond the traditional forms of storytelling. Opportunities will be provided for students to experiment with their own writing through exposure to quality texts through wide reading. A study of different forms and genres will facilitate the overall process of students' own storytelling. Students will develop skills in the process of composing creative texts and the extensive drafting, editing and polishing required to succeed in creating a tightly woven text.

Key Focus Questions

- How can I as a writer make deliberate language choices to shape meaning and engage my reader?
- How can I write great poetry, short fiction and other types of writing?
- How can I be inspired to write through the reading of quality literature?
- How can I use the iterative process of drafting, editing and refining to create high quality compositions?
- How can I find my voice as a writer?
- How can I write to evoke emotion, promote new thinking, shape perspectives, impact the audience, share insights and change the world?

Students learn about:

- How meaning is created in fiction
- Various processes of composing, editing and refining
- Theories of reading and writing
- Different forms of creative writing
- How to collaborate as critical readers and writers

Students learn to:

- Develop their compositional skills in a broad range of contexts
- Plan, draft, edit and refine creative responses
- Write with purpose in a variety of modes, e.g. poetry, short fiction, creative nonfiction, multimodal forms, appropriation, etc.
- Apply feedback on their writing
- Experiment with form and style

How will student performance be assessed?

Student performance will be assessed on a variety of creative compositions.

How will this course help me in senior years?

This course is not a prerequisite for any Stage 6 English courses. It will expand the skills that are useful in the study of English Advanced and especially English Extension 1 and English Extension 2.

Fees:

nil

Food Technology (100 Hour Board Endorsed Course)

There are no prerequisites for this course.

Course Description

This course is for students interested in historical, current and future issues relating to our food supply. Students will gain an understanding of food properties, processing and preparation, nutritional considerations and consumption patterns. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes. Students will explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

Students learn about:

- history of Australian food-the impact of technology and immigration on our food supply and the health of the individual
- the physical and chemical properties food and their function in the selection, preparation, cooking and consumption of a range of foods
- the social, ethical and health reasons for individual food choices and the impact on their health
- food sustainability and the impact on the future of our food supply
- how to effectively communicate issues pertaining to food selection.

Students learn to:

- plan and prepare foods, which reflect the eclectic nature of Australian cuisine
- plan, prepare and present appealing food that reflects contemporary food trends
- adapt traditional recipes using new products to prepare food suitable for different needs of the individual
- use technology to communicate issues pertaining to chosen topics.

How will student performance be assessed?

Practical food preparation, research tasks and class work.

Practical requirements:

Container, tea towel, apron and enclosed leather shoes.

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all kitchen safety rules for practical work in Food Technology.

How will this course help me in the senior years?

Having studied Food is a definite advantage if you are considering Food Technology in Years 11 and 12. You will gain a strong understanding of nutrition and the properties of food.

Fees: \$175. This covers all the ingredients required for practical classes and assessment tasks.

History (ELECTIVE) (100 Hour)

Pre-requisites: Nil

Course Description

Students undertake a variety of topics that develop a range of skills. Student preferences for particular options are taken into account in choosing specific topics.

In Year 9 and 10 topics may include aspects of:

- Roman History
- French Revolution
- Witchcraft and Persecutions
- History of Medicine
- Film as History
- 20th Century Terrorism
- Exploiting Africa –Slave Trade and Colonisation
- US Civil War
- The Tudors
- Bronze Age Greece and the Trojan War
- Alexander the Great
- Hoover and the FBI
- Cuban Revolution

Students will undertake a variety of tasks including research, note taking, essay writing, and analysis of visual texts, such as films and documentaries. There are a number of opportunities for students to choose their own direction and be creative in their approach.

The use of ICT is integrated into all topics. Students learn to empathise, use historical terms and concepts, explain different perspectives, and cooperate in group investigations.

Homework and study requirements

Homework may include revision questions, research, source analysis and essay practice. Students are expected to constantly revise their work so that time management and assessment preparation become more effective.

How will student performance be assessed?

Tasks are varied and allow for different learning styles. These may include essay writing, oral presentations and research tasks.

How will this course help me in the senior years?

While not a prerequisite for Senior History, this course will further develop the historical and analytical skills that are invaluable to the study of Ancient History, Modern History and History Extension.

Fees: Nil

Historical Mysteries, Conspiracies and Scandals (100 Hour)

Pre-requisites: Nil

Course Description

“History... is an aggregation of truths, half-truths, semi-truths, fables, myths, rumors, prejudices, personal narratives, gossip, and official prevarications. It is a canvas upon which thousands of artists throughout the ages have splashed their conceptions and interpretations of a day and an era. Some motifs are grotesque and some are magnificent.” ~ Philip D. Jordan

This course explores the appeal of historical mysteries, conspiracies and scandals to the human psyche, investigating how history is a fundamental human need in the development of self-identity and the search for meaning. The course also explores the methods of historical inquiry that enable historians to extract truth from historical myth and conspiracy.

Key Focus Questions

1. How does history satisfy the human need for the development of self-identity and meaning?
2. How do politics and social forces shape historical narratives?
3. Can historical enquiry determine truth from fiction?

Students learn about:

- key historical mysteries: was Vlad the Impaler the historical basis of Dracula? Was King Arthur a real historical personality? Who was Jack the Ripper? Who shot JFK? Did the legendary city of El Dorado exist? How did the Watergate scandal lead to the fall of American President Richard Nixon? Why did Edward VIII give up the throne for a woman? Who were the Knights Templar and how are they linked to the Holy Grail?
- how socio-political context shapes narrative history
- why controversial history appeals to human psychology
- how history is like detective work in its searching for clues, motives and suspects.

Students learn to:

- identify the social, political and psychological reasons for the propagation of historical conspiracies and scandals
- distinguish between history and myth
- analyse the role of psychology in history
- apply methods of historical inquiry, including source analysis, to provide possible solutions to historical mysteries.

How will student performance be assessed?

A variety of activities, including an essay, board game, multimedia presentation, re-enacted court case.

How will this course help me in the senior years?

While not a prerequisite for Senior History, this course will further develop the historical and analytical skills that are invaluable to the study of Ancient History, Modern History and History Extension.

Fees: Nil

Literature that Changed the World (100 Hour)

Pre-requisites:

Nil

Course Description

This course will study literature over time and ask the key question: *how has literature changed the world?* Through a study of literature that includes the cultural canon, responses to the canon and historically banned texts, students will learn how a composer's literary choices are reflective of the world in which they live. They will examine both the values that shape literature and the valuing of literature throughout time. The course will include wide reading and also students' own choice of texts. Analysis of literature will focus on a broad rather than close study of how meaning is shaped conceptually by compositional choices. Students will also engage with literary theory to understand how literature is composed and received in various ways.

Key Focus Questions

- How is literature shaped by the world in which it was composed?
- How do composers enforce, question or challenge the values of their context?
- Why do we censor and ban literature?
- What are the social, political and cultural factors that shape the composition and reception of literature?
- How is literature valued over time and how does this value change?
- How has literature inspired revolution?

Students learn about:

- Books that have been historically banned through a study of these texts and the social circumstances of their composition and reception
- Critical reception of texts over time
- Academic theories of literature
- The cultural canon and how some authors 'talk back' to the canon

Students learn to:

- Critically evaluate how literature has changed the ancient and modern world
- Critically evaluate how author purpose shapes literature
- Decode literature to understand how values and attitudes are represented
- Develop their own personal interpretation of literature

How will student performance be assessed?

Student performance will be assessed through a variety of formative and summative assessments in a variety of forms, which could include independent investigations, projects, spoken tasks and written compositions.

How will this course help me in senior years?

This course is not a prerequisite for any Stage 6 English courses. It will expand the skills that are useful in the study of English Advanced and especially English Extension 1 and English Extension 2.

Fees:

Nil

Photography, Digital Media and Video (100 Hour Board Endorsed Course)

Pre-requisites: Nil

Course Description

This is a 100-hour Year 9 elective subject and can be selected in addition to the Visual Arts 200-hour course.

It provides opportunities for students to enjoy making and studying Photography, Digital Media and Video through the use of creative and experimental technologies and practices.

Students learn about:

- the pleasure and enjoyment of producing photographs and videos using traditional and contemporary forms
- how photography and digital media are shaped by different beliefs, values and meanings by exploring works from different times and places
- how artists, graphic designers and publishers use photography and films in artworks.

Students learn to:

Make photographs using a range of materials and techniques in different forms including:

- **Digital Photography** - using a digital SLR camera and learning principles and techniques of photography including understanding of aperture, shutter speed and film speed. Experimentation with manual formats, composition and lighting in a professional photography studio and editing using computer programs such as Adobe Photoshop.
- **Video** - using a series of photographs, animation and film to create and edit a video using computer technology and programs such as Final Cut, Adobe Premiere and After Effects.

Create photographic, digital media works including:

- exploration of the theme “Shadows and Reflections” through digital black and white photography
- investigation of the city through a practical excursion to Cockatoo Island and documentation of the site through digital SLR photography
- exploration of the theme “Digital Identity” using portrait, landscape and still life photography, digital collage and a graphics tablet to produce a series of works
- investigation of the use of special effects in digital SLR photography
- creation of a film using a series of digital photographs, animation or video.

How will student performance be assessed?

Assessment will include documentation of processes and experiences in a Photography journal. It will also involve producing a portfolio and researching influential photographers and digital media and video artists.

How will this course help me in the senior years?

The study of this course will provide students with the opportunity to make and study photography and video in greater depth. It will also assist in providing foundations for study of Visual Arts in Years 11 and 12, particularly in production of a body of work using photography or digital media. The development of skills in this course is beneficial for senior subjects that include a major project including English Extension, Design and Technology, Drama and Dance. It will also assist in tertiary studies and careers in photography, digital media, film-making, visual arts, advertising and animation.

Fees: \$120.

Physical Activity and Sport Studies (100 Hour Board Endorsed Course)

Pre-requisites: Nil

Course Description:

This course enhances students' capacity to participate affectively in physical activity and sport, leading to improved quality of life for themselves and others. Students are introduced to valuable and marketable skills in organisation, enterprise, leadership and communication. The Course promotes learning through experiences in physical activity and sports movement that challenges students beyond what is offered in PDHPE. Students are provided with the opportunity to investigate civic responsibility and ethics as they relate to a range of physical activity and sport issues.

Students learn about:

The content is organised in modules within the following three Areas of Study:

- foundations of physical activity
- physical activity and sport in society
- enhancing participation and performance

Students learn to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and leisure activities that are different from what is currently offered in the mandatory PD/H/PE course
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to make informed physical activity and sport decisions.

How will student performance be assessed?

50% Practical - may include log books, peer assessment and self-assessment tasks and rubrics

50% Theory - includes individual and group work, class projects and tests.

How will this course help me in the senior years?

Physical Activity and Sport Studies provides a further basis that is built on in the Senior PDHPE elective. The course provides opportunity for students to develop skills that would prove advantageous in many career options such as teaching, sports science, injury rehabilitation and event management.

Fees: \$20. Additional costs may also be required according to student sport and recreation choices as part of the practical component.

*Also offered as a 200 hour course

Robotics and Mechatronics

(100 Hour Board Endorsed Course)

There are no prerequisites for this course.

Course Description

The Robotics and Mechatronics focus area provides opportunities for students to gain skills, knowledge and understanding in relation to robotics, mechanics, engineering principles and electronics and associated industries. It is a design based, practical oriented discipline covering the focus area of robotics and mechatronics with a STEM framework. Automation and autonomous machines are becoming increasingly important as an emerging industry driving high demand for professionals with skills in systems and computational thinking, mathematics, critical thinking and complex problem solving.

Students learn about:

- creative design that is appropriate to Robotics and Mechatronics by completing inquiry-based and/or problem-based learning tasks
- the tools, techniques and processes used in the area of Robotics and Mechatronics.
- industrial processes and production techniques

Students learn to:

A student:

- designs and develops creative, innovative, & enterprising solutions to a wide range of STEM-based problems
- demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- applies engineering design processes to address real-world STEM-based problems
- works independently and collaboratively to produce practical solutions to real-world scenarios
- analyses a range of contexts and applies STEM principles and processes
- selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- selects & applies project management strategies when developing & evaluating STEM-based design solutions
- uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- analyses & evaluates the impact of STEM on society and describes the scope and pathways into employment.

How will student performance be assessed?

The syllabus stipulates that skill development through practical experiences occupy the majority of class time. This will be reflected in assessment, which includes practical projects, folio documentation, research assignments and tests.

Other Requirements: Footwear and safety

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all workshop safety rules for practical work in Design and Technology.

How will this course help me in the senior years?

Having studied Robotics and Mechatronics in Year 9 is a definite advantage if you are considering a similar project in Design and Technology in Years 11 and 12.

Fees: \$150. In addition, students may be required to purchase some materials to suit their design projects which are beyond the usual scope of student projects.

Timber Technology

(100 Hour Board Endorsed Course)

There are no prerequisites for this course.

Course Description

The Timber focus area provides opportunities for students to gain skills, knowledge and understanding in relation to timber and associated industries. It is a design based, practical oriented discipline covering the focus area of timber.

Students learn about:

- creative design that is appropriate to timber
- timber, its properties, how to use it and the tools, techniques and processes used when working with timber.
- industrial processes and production techniques
- a range of processes and techniques used in cabinet making and wood machining.

Students learn to:

- apply design principles to the design and manufacture of various items made principally from timber; these may include furniture items, musical instruments, decorative timber products, storage and transportation products and storage and display units
- use a range of hand tools, machines and portable power tools to make projects in timber
- use a CAD program to produce 2D workshop drawings and 3D images of projects
- use CAM (Computer Aided Manufacturing) such as CNC router, laser cutter, and 3D printer to produce project components where appropriate.

How will student performance be assessed?

The syllabus stipulates that skill development through practical experiences occupy the majority of class time. This will be reflected in assessment, which includes practical projects, folio documentation, research assignments and tests.

Other Requirements: Footwear and safety

Students are reminded to comply with the school uniform policy. Thongs, open-type sandals or shoes are NOT permitted for safety reasons. The Department of Education regulations require students to wear shoes with strong LEATHER uppers and strong LEATHER OR COMPOSITION soles. Students must follow all workshop safety rules for practical work in Design & Technology.

How will this course help me in the senior years?

Having studied Timber in Year 9 is a definite advantage if you are considering a timber based project in Design and Technology in Years 11 and 12.

Fees: \$150. In addition students may be required to purchase some materials to suit their design projects which are beyond the usual scope of student projects.

Visual Design

(100 Hour Board Endorsed Course)

Pre-requisites: Nil

Course Description

This is a 100-hour Year 9 elective subject and can be selected in addition to the Visual Arts 200-hour course.

It provides opportunities for students to enjoy making and studying a range of Visual Design works.

Students learn about:

- a range of materials, techniques and practices involved in design
- diverse functions, purposes and meanings of two, three and four-dimensional design
- how graphic designers, computer/digital artists, illustrators and photographers make design works.

Students learn to:

Make visual design artworks using a range of materials and techniques in different forms including:

- two-dimensional design - drawing, graphic design, digital media, magazine and book layout, photography and digital drawing using a graphics tablet
- three / four- dimensional design – sculpture using laser cut technology, installation, animation and video.

Create visual design works including:

- **Surrealist Design** - Exploration of two-dimensional design using fantasy as a theme and exploration of a range of materials and techniques to produce a computer generated work using digital SLR photography and Adobe Photoshop.
- **Object Design** – Experimentation with a range of rendering techniques to create a digital drawing using a computer, Adobe Photoshop and a graphics tablet or Ipad Pro.
- **Built Design** - Exploration of three-dimensional design using laser cutter technology, lighting and a range of contemporary materials to create architectural or natural forms using the program Adobe Illustrator.
- **Video Design** - Investigation of four-dimensional design using animation, video and installations through creating storyboards and learning how to film and edit using computer programs such as Adobe Premiere.
- Study and respond to a range of visual designers, artists and works in making and historical studies.

How will student performance be assessed?

Students will be required to create a series of visual designs and document work in a journal.

How will this course help me in the senior years?

The study of this course will assist in subjects that require use of digital media for major projects. It also provides foundations for study of Visual Arts in Years 11 and 12, particularly in the production of a body of work using visual design or video.

The development of skills in this course is beneficial for tertiary studies and careers in visual arts, advertising, desktop publishing, photography, digital media, film-making, graphic, fashion, industrial and interior design.

Fees: \$120.

Stage 6 Accelerated Subjects

Ancient History – Stage 6

2 Units for each of Year 11 and HSC Board Developed Course

Course Description:

Ancient History involves the study of at least two of the following areas: Egypt, Near East, Greece and Rome in both the Year 11 and HSC courses.

The Year 11 course is structured for students to investigate:

- people, groups, events, institutions, societies and historical sites
- archaeological and written sources by applying methods used by historians, archaeologists and other related specialists and scholars.

The course provides a background for students' more specialised HSC studies.

In the HSC course, students use archaeological and written evidence to investigate a core topic, personality, ancient society and historical period.

Main Topics Covered:

Year 11 Course

Part I

Investigating Ancient History - 50% of course time

- The Nature of Ancient History – at least one option.
- Case Studies – at least two.
- ONE case study must be from Egypt, Greece, Rome or Celtic Europe.
- ONE case study must be from the Near East, Asia, the Americas or Australia.

Part II

Features of Ancient Societies

- 33% of course time

Part III

Historical Investigation: The investigation should extend a particular area of individual student or group interest

- 17% of course time

HSC Course

Part I

Core: Cities of Vesuvius – Pompeii and Herculaneum
– students to investigate the range and nature of archaeological and written sources available for the study of the cities of Pompeii
– 25% of course time

Part II

Ancient Societies

– one Ancient Society to be studied from the Ancient Societies options offered in the syllabus
– 25% of course time

Part III

Personalities in Their Times

– one personality to be studied from the Personality options offered in the syllabus
– 25% of course time

Part IV

Historical Periods

– one Historical Period to be studied from the Historical period options offered in the syllabus
– 25% of course time

Particular Course requirements:

No special requirements.

Biology – Stage 6

2 Units for each of Year 11 and HSC Board Developed Course

Course Description:

The study of Biology in Stage 6 enables students to develop an appreciation and understanding of biological concepts that are used to explore the diversity of life, from a molecular to a biological systems level, and the interactions between living things and the environments in which they live. Through applying Working Scientifically skills processes and the use of biological technologies, the course aims to examine how biological practices are developed and used.

Biology uses Working Scientifically processes to develop scientific investigative skills. It focuses on developing problem-solving and critical thinking skills in order to understand and support the natural environment. Students are provided with opportunities to design and conduct biological investigations both individually and collaboratively. Through the analysis of qualitative and quantitative data, students are encouraged to solve problems and apply knowledge of biological interactions that relate to a variety of fields.

The Biology course builds on the knowledge and skills of the study of living things found in the Science Stage 5 course. The course maintains a practical emphasis in the delivery of the course content and engages with the technologies that assist in investigating current and future biological applications.

Main Topics Covered: Each Module covers 25% of the course

Year 11 Course

- Module 1 - Cells as the Basis of Life
- Module 2 - Organisation of Living Things
- Module 3 - Biological Diversity
- Module 4 - Ecosystem Dynamics

- A Depth Study

HSC (Year 12) Course

- Module 5 - Heredity
- Module 6 - Genetic Change
- Module 7 - Infectious Disease
- Module 8 - Non-infectious Disease and Disorders

- A Depth Study

Particular Course Requirements:

Both the Year 11 and Year 12 Biology courses include:

- practical investigations such as laboratory experiments and a mandatory field study;
- secondary-sourced investigations include locating, accessing, using and reorganising a wide range of secondary data and/or information;
- a Depth Study.

Community and Family Studies – Stage 6

2 Units for each of Preliminary and HSC Board Developed Course			
<p>Course Description:</p> <p>Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students’ general life experiences. This course utilises an ecological framework to investigate the interactions among the individual, family, community and society. Community and Family Studies develops student’s knowledge, skills and attitudes relevant to effective decision-making leading to confidence and competence in solving practical problems in the management of everyday living.</p> <p>Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. The dynamic nature of this area of study places particular importance on the skills of inquiry and investigation. Research is an integral component of this subject. Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students’ ability levels.</p> <p>As part of the course, students will have the opportunity to work with specific groups within the community such as People with a Disability, Homeless and the Aged.</p> <p>Community and Family Studies can have a direct and positive influence on the quality of students’ lives both now and in the future.</p>			
<p>Main Topics Covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 20px;"> <p>Preliminary Course Modules</p> <p><i>Resource Management – 20%</i> Basic concepts of resource management</p> <p><i>Individuals and Groups – 40%</i> The individual’s roles, relationships and tasks within and between groups</p> <p><i>Families and Communities – 40%</i> Family structures and functions, and the interaction between family and community</p> </td> <td style="width: 50%; vertical-align: top;"> <p>HSC Course Modules</p> <p><i>Core Topics – 75%</i></p> <p><i>Research methodology – 25%</i> Research methodology and skills culminating in the production of an Independent Research Project</p> <p><i>Groups In Context – 25%</i> The characteristics and needs of specific community groups</p> <p><i>Parenting and Caring – 25%</i> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society</p> <p><i>Optional Component - 25%</i></p> <p>One of the following options will be studied:</p> <p>Family and Societal Interactions</p> <p>Social Impact of Technology</p> <p>Individuals and Work</p> </td> </tr> </table>		<p>Preliminary Course Modules</p> <p><i>Resource Management – 20%</i> Basic concepts of resource management</p> <p><i>Individuals and Groups – 40%</i> The individual’s roles, relationships and tasks within and between groups</p> <p><i>Families and Communities – 40%</i> Family structures and functions, and the interaction between family and community</p>	<p>HSC Course Modules</p> <p><i>Core Topics – 75%</i></p> <p><i>Research methodology – 25%</i> Research methodology and skills culminating in the production of an Independent Research Project</p> <p><i>Groups In Context – 25%</i> The characteristics and needs of specific community groups</p> <p><i>Parenting and Caring – 25%</i> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society</p> <p><i>Optional Component - 25%</i></p> <p>One of the following options will be studied:</p> <p>Family and Societal Interactions</p> <p>Social Impact of Technology</p> <p>Individuals and Work</p>
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<p>Particular Course Requirements: As part of the HSC, students are required to complete an Independent Research Project in the context of the HSC core module — Research Methodology. The IRP forms part of the internal HSC assessment program. The focus of the Independent Research Project should be related to the course content of one or more of the following areas: individuals, groups, families, communities, resource management.</p>			

Food Technology – Stage 6

2 Units for each of Year 11 and HSC Board Developed Course

Course Description:

This course is aimed at students who are interested in the theory of food and nutrition. Students will develop knowledge and understanding about the production, processing and consumption of food. The nature of food, human nutrition and an appreciation of the importance of food to health and its impact on society are also investigated. As well as develop skills in experimenting with and preparing food by applying theoretical concepts.

Class work will include researching, analysing and communicating food issues, food preparation, and the design, implementation and evaluation of solutions to food situations.

Assessment is predominantly through written research and investigation type activities. A minimal amount of practical work is included to support theoretical concepts.

Main Topics Covered:

Year 11 Course

Nutrition 30%

Food quality 40%

Food Availability and Selection 30%

HSC Course

Australian Food Industry 25%

Food Manufacture 25%

Food Product Development 25%

Nutrition 25%

Particular Course Requirements

Food Technology will require a course fee in both Year 11 & Year 12. Equipment required includes an apron, container and enclosed leather shoes for practical lessons.

There is no major project for Food Technology.

The HSC exam for Food Technology is a 3hour exam.

Mathematics Advanced – Stage 6

2 Units for each of Year 11 and HSC Board Developed Course					
<p>Aim:</p> <p>The study of Mathematics Advanced in Stage 6 enables students to enhance their knowledge and understanding of what it means to work mathematically, develops their understanding of the relationship between ‘real-world’ problems and mathematical models and extends their skills of concise and systematic communication.</p>					
<p>Prerequisites:</p> <p>The outcomes and content in the Stage 6 Mathematics Advanced syllabus are written with the assumption that students studying this course will have engaged with all the core and pathways in Stage 5, namely the skills, knowledge and understanding of <i>Algebraic techniques, Surds and indices, Equations, Linear and Non-linear relationships, Area and Surface Area, Volume, Probability, Variation and Rates of Change, Right Angle and Non-Right Angle Trigonometry, Trigonometric Functions and Pythagoras’ theorem, Functions, Logarithms, Polynomials and Single variable data analysis</i> topics.</p>					
<p>Course Description:</p> <p>The Mathematics Advanced course is focused on enabling students to appreciate that mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning.</p> <p>The Mathematics Advanced course provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.</p>					
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Textiles and Design – Stage 6

2 Units for each of Year 11 and HSC Board Developed Course

Course Description:

The Year 11 course involves the study of design, communication methods, construction techniques, innovations, fibres, yarns, fabrics and the textile industry. Practical work is focused on developing skills in fabric manipulation and embellishment, fashion drawing and folio work. Textiles students are usually creative and passionate about working with fabrics and other textile items. The Preliminary Course involves the study of design, fashion drawing, construction techniques, fibres, yarns, fabrics and the textile industry. Practical experiences are integrated throughout the content areas and include experimental and project work.

The HSC course builds upon the Year 11 course and involves the study of the history and culture of design, contemporary designers, emerging technologies, sustainable technologies, consumer issues and the marketplace. This course culminates in the development of a Major Textiles Project which is specific to a selected focus area and which includes supporting documentation and textile item/s.

Main Topics Covered:

Year 11 Course

- Design - 40%
- Properties and Performance of Textiles - 50%
- The Australian Textiles, Clothing, Footwear and Allied Industries (TCFAI) - 10%

HSC Course

- Design - 20%
- Properties and Performance of Textiles - 20%
- The Australian Textiles, Clothing, Footwear and Allied Industries - 10%
- Major Textiles Project - 50%

Particular Course Requirements

In the Year 11 course, practical experiences are integrated into the Design and Properties and Performance of Textiles areas of study as either experimental work and/or project work. In the HSC course, the major textile project allows students to develop a textile project that reflects either a cultural, historical or contemporary aspect of design. Students are expected to draw upon the knowledge and understanding of design, properties and performance and the TCFAI developed in the Year 11 course.

Textiles involves an HSC Major Project which makes up 50% of the HSC.

Students will be required to obtain an A3 folder for project work, an A4 sketchbook, a plastic sleeve book and necessary sewing equipment. This course will require a course fee for year 11 & 12 and the purchasing of fabric as required.

The HSC exam for Textiles and Design is a 1.5hour exam.

Schedule of Stage 5 Elective Fees Year 9 - 2024

Specialist Subject Fees

This covers the cost of non-renewable items used in Year 9 specialist courses. If your child is undertaking any of the following courses, it will be necessary to add the cost of these courses to the other contributions. There may also be some additional fees for excursions.

Please note: These fees are accurate at the time of publishing this booklet, however fees are subject to change due to outside price increases that may occur beyond our control.

200 hour (Years 9 and 10) courses:	\$ for Year 9
Computing Technology	50.00
Design & Technology	100.00
Drama	30.00
Engineering Technology	100.00
Food Technology	175.00
French	80.00
Japanese	80.00
Music	40.00
PDHPE	10.00
Physical Activity and Sport Studies	40.00
Textiles Technology	100.00
Visual Arts	100.00
Year 9 Bundanon Art Camp	450.00
100 hour (Year 9 only) courses:	\$
Architecture & Graphic Design	20.00
Food Technology	175.00
Photography, Digital Media and Video	120.00
Physical Activity and Sport Studies	20.00
Robotics and Mechatronics	150.00
Timber Technology	150.00
Visual Design	120.00