



Together, we grow

Act justly, love tenderly and walk humbly with your God

STAGE 5 CURRICULUM HANDBOOK

Year 9 - 2023

Year 10 - 2024

TABLE OF CONTENTS

	Page
PRINCIPAL'S FOREWORD	2
INTRODUCTION TO THE SELECTION PROCESS	3
TIMELINE FOR ELECTIVES SELECTION	4
RECORD OF SCHOOL ACHIEVEMENT (RoSA)	4
NEW HSC MINIMUM STANDARDS	4
CORE CURRICULUM	6
Religious Education	
English	
Mathematics (Stage 5.1, Stage 5.2, Stage 5.3)	
Science	
Human Society and its Environments (HSIE)	
Australian Geography	
Australian History	
Personal Development, Health and Physical Education	
ELECTIVES	16
MATHEMATICS ENRICHMENT	17
HUMAN SOCIETY AND ITS ENVIRONMENTS (HSIE)	19
Commerce	
Geography (Elective)	
History (Elective)	
International Studies	
PERFORMING ARTS	27
Dance	
Drama	
Music	
VISUAL ARTS	33
LANGUAGES	35
Italian	
Japanese	
Travel Guides	
PHYSICAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION	40
Physical Activity and Sports Studies (PASS)	
Child Studies	
TECHNOLOGY AND APPLIED STUDIES	44
Design and Technology	
Food Technology	
Industrial Technology: Multimedia	
Information and Software Technology	
Textiles Technology	
LIST OF TEACHING AND LEARNING COORDINATORS	55

PRINCIPAL'S FOREWORD

After 9 years of schooling where the curriculum has been mandated. Stage 5 brings with it some choice in the form of choosing 3 elective subjects. At Bethany we run 3 elective lines that students study across Years 9 and 10. This booklet contains all of the relevant information to satisfy the New South Wales Education Authority (NESA) requirements for Stage 5 as well as the details of each elective course offered at Bethany.

Choice of curriculum involves the responsibility of students to make wise and realistic decisions after consultation with parents and teachers. Wise and realistic choices are based on what is best for each individual student using information such as interests and styles of learning, not on what friends are choosing. At this stage of entering Stage 5, it is not expected that students know their future career path nor what subjects they would like to choose for Stage 6. The only prerequisite subject for Stage 6 continuers courses are in Languages.

I trust that all students will engage in their learning across all aspects of Stage 5 and we look forward to journeying with each girl as they access a broader curriculum.

Robyn Rodwell
College Principal

INTRODUCTION TO THE SELECTION PROCESS

As your daughter moves into Stage 5 of her schooling, that is Years 9 and 10 she will have her first opportunity to select subjects outside the mandated or compulsory subjects. This booklet describes the core curriculum subjects, elective subjects and the selection process for choosing those electives. The first section of the booklet sets out the core or compulsory subjects that your daughter must complete. This includes the subjects of Religious Education, English, Mathematics, Science, History, Geography and PDHPE. These are included for your understanding as they are compulsory and no further action is required.

The section on “Electives” outlines the content and requirements of each of the electives on offer. The selection process will require your daughter to study one 200 hour elective which will be studied in both Year 9 and Year 10 and two 100 hour electives, one of which is studied in Year 9 and the other in Year 10. This means in Year 9 your daughter will study her 200 hour elective and one of her 100 hour electives. In her Year 10 year she will study the 200 hour elective and her other 100 hour elective. You cannot study a 200 and a 100 hour elective in the same subject. For example you cannot choose a 200 hour Food Technology and 100 hour Food Technology elective.

Selections will be made using the Edval timetable program in an online environment, according to the timetable set out below. Your daughter will receive an email on the afternoon elective choice opens which contains a link and a password to allow her access to her choices. It does not matter when in the selection window she makes her selection as long as she makes the selection before the online selection process closes. The booklet sets out what electives can run. If there is insufficient interest in an elective then the course will not run in 2023/2024, the timetable is built around student interest. If there is strong interest in an elective then more than one class will operate.

This is the first opportunity that you daughter will have to choose a specific and tailored program of study. This choice is also being made somewhat independently of her post school career. It is therefore an opportunity for her to choose electives that she is interested in studying for two years. No electives are a pre-requisite for any Stage 6 course. However, if you intend to study a language at a continuers standard you will need to have chosen a 200 hour language choice, that is study the language in both Year 9 and 10.

When you choose, you will have to provide us with a number of reserve choices and you must be willing to study any of the subjects you put on the form, that is main choices and reserves. If some electives do not run then we will use your reserves to make sure that you have three elective subjects to use.

Be aware that you are choosing your elective subjects for two years and **you will not be allowed to change your choices once the College 2023 academic year commences** unless there are exceptional circumstances.

You should contact the Teaching and Learning Coordinator responsible for the elective subject if you have any further questions through the College switchboard.

TIMELINE FOR ELECTIVES SELECTION

Over the next few weeks the timeline outlined below will be followed as your daughter chooses one 200 hour elective she will study across Years 9 and 10. As well she will choose two 100 hour electives, one of which she will study in Year 9 and the other in Year 10.

28 June 2022	Year 9 Subject Selection Information Night
27-28 June 2022	Subject Talks
29 June 2022	Online selection of electives opens.
20 July 2022	Online subject selection closes.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is the credential which may be provided to students completing Year 10. It will provide details of all courses satisfactorily completed by the student. It will only be issued by NESA should a student leave the education system in the time after they complete Year 10 and prior to completing the Higher School Certificate (HSC) exams. Compulsory education now extends in NSW schools until 17 years of age. Unless proof of work or another educational setting is provided, it is rare for students to receive a RoSA as the vast majority of students stay through to the completion of the HSC. Nonetheless, schools are required to submit to NSW Education Standards Authority (NESA), A to E grading at the completion of Year 10 across all courses for all students and NESA will keep these on file. Year 9 students should note that the RoSA includes all mandatory subjects in Stage 5 and in Bethany's case, this includes the 100 hour electives completed in Year 9 and the Mandatory History course studied by all students in the core curriculum in Year 9.

The RoSA will also note any extracurricular activities that students complete eg. music qualifications, first aid certificates, significant community and sports representation as well as other matters, such that a more complete picture of student performance can be presented in the RoSA. The College therefore is storing all of this data, should a student leave and request from NESA a Record of School Achievement (RoSA), before completing a HSC. Students are required to satisfactorily complete courses in Stage 5, otherwise they may be unable to continue to Stage 6 of their education.

NEW HSC MINIMUM STANDARDS

In Year 10 students will need to demonstrate a minimum standard of reading, writing and numeracy in order to pre-qualify for their Higher School Certificate.

Online reading, writing and numeracy tests

Students will have multiple opportunities to do this, by taking short online tests that specifically assess their skills. These tests will take place online and at school during Year 10 and opportunities will exist to be able to take the tests for a few years after the students leave school, if they are unsuccessful in reaching the minimum standard required.

Why has the minimum standard been introduced?

The HSC minimum standard has been introduced to help ensure that students leave school with basic literacy and numeracy skills for success in life, and that they will be able to communicate their ideas effectively in their HSC exams. Regardless of their plans beyond school, students will need adequate reading, writing and numeracy skills to make sure they can do things like:

- get a good deal on their mobile phone plan
- write a job application
- follow written instructions to operate equipment safely.

You can find more information available about this by:

- visiting the NESA website for a video and flyers about the HSC minimum standard: educationstandards.nsw.edu.au
- trying some sample online reading, writing and numeracy test questions: hscliteracynumbers.nesa.nsw.edu.au

Final Instructions

- Remember, you must choose 3 electives plus a further 2 reserve electives
- You must be ready to study all 5 of your choices you indicate
- Choose in priority order. So priority one is your 200 hour elective. Choices two and three are your 100 hour electives.
- If a course does not run and you have chosen it as your 200 hour elective, we will then push your second priority choice up and allocate this as your 200 hour elective.
- Once you have chosen online, you will need to print your selection, have your parents sign it and you place this in the box at Student Services
- The College will determine which electives run in Year 9 and which in Year 10
- Remember you cannot change your electives one the academic year commences.

STAGE 5

CORE
CURRICULUM

2023 / 2024

Religious Education

Course Name: Religious Education	Core Subject for Catholic Schools. <i>This does not contribute to RoSA.</i>
Course Description: Religious Education is an integral part of the curriculum of Bethany College. Students in Years 9 and 10 study the NESA Endorsed Course, Religion Catholic Studies, that is, the Archdiocese of Sydney's Religious Education Curriculum. Students are to demonstrate that they meet the outcomes of the course and will complete assessment tasks in order to fulfil requirements for the allocation of a grade at the end of each semester. Students will participate in a compulsory Spirituality Day each year and prepare and celebrate class liturgies.	
Topics Covered:	
Year 9 <ul style="list-style-type: none"> ● Biblical Writing ● The Church in Australia ● The Search for Meaning ● Sacraments of Healing ● Living the Commandments and Beatitudes 	Year 10 <ul style="list-style-type: none"> ● The Gospels ● The Church - Tradition, Challenge and Change ● Ecumenism and Interfaith Dialogue ● Sacraments at the Service of Communion ● Catholic Social Teaching
Current Assessment: Assessment tasks for Religious Education are submission and hand in tasks which may comprise multimedia presentation, short and extended written response and research. Students will complete three assessment tasks in Year 9 and three assessment tasks in Year 10.	
Particular Course Requirements: Nil	

English

Course Name: English

Core Subject

Course Description:

The English Course in Years 9 and 10 enables students to develop their literacy skills and ideas by responding to and composing a comprehensive range of imaginative, factual and critical texts. Students are encouraged to become independent learners, to work collaboratively and to reflect on their own learning.

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 which are imaginative, interpretive and critical. They express themselves and their relationships with others and the world.

Through engaging with a variety of texts, students gain a conceptual understanding of texts and their ideas. They learn to value the art of the English language for communication, knowledge and pleasure. Students develop skills in speaking, listening, writing, viewing and representing. They also gain knowledge and understanding of language forms, features and structures of texts.

The pattern of texts studied gives students experience of a wide range of literature including contemporary literature, Australian literature, insights into Aboriginal, Asian and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts and a range of social, gender and cultural perspectives.

Topics Covered:

Year 9

- Persuasive language (variety of texts)
- Conflict (novel study)
- Prejudice and love (*Romeo and Juliet*)
- What do we value? (Australian narrative poetry)
- Documentaries (variety of texts)

Year 10

- Marginalised voices in poetry and non-fiction (variety of texts)
- Close/critical study of text (novel study)
- Concept study: *Belonging* (film and various texts)
- Close study of text (*Macbeth*)
- Creative writing (various texts)

Current Assessment:

- Students undertake assessment for, as and of learning through a program of formative and summative assessment.
- Students may be asked to demonstrate their learning through a variety of critical and creative writing tasks, listening tasks, and performance tasks.

Particular Course Requirements:

- Students must study a variety of texts including two works of fiction, non-fiction and drama as well as two films and a variety of poetry.
- Students must study spoken, print, visual, media, multimedia and digital texts.

Mathematics

Course Name: Mathematics 5.1	Core Subject
<p>Course Description: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> ● are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens ● develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability ● recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study. <p>Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.</p>	
Topics Covered:	
<p>Year 9 Integers, Decimals, Fractions, Ratios & Rates Financial Mathematics Expressions & Equations Right-angled Triangles Linear Relationships Length, Area, Surface Area & Volume Indices Properties of Geometrical Figures Quadratic Expressions & Algebraic Fractions Probability & Single Variable Data Analysis</p>	<p>Year 10 Measurement Financial Mathematics Algebraic Expressions & Indices Right-angled Triangles Equations, Formulas & Inequalities Linear Relationships Properties of Geometric Figures Probability Quadratic Expressions & Equations Non-Linear Functions Single Variable & Bivariate Statistics</p>
<p>Current Assessment:</p> <p>Four in-class tasks, 5.1 and 5.2 but it is only a 5.1 course.</p>	
<p>Particular Course Requirements:</p> <p>The course you are assigned to in Year 9 (the start of Stage 5) may be a determining factor in the level you may study in Stage 6.</p> <p>Should students choose to study a Mathematics course in Stage 6, students studying the 5.1 course will only be eligible for Mathematics Standard 1, and will need to be guided by their teacher's recommendations.</p>	

Mathematics

Course Name: Mathematics 5.2	Core Subject
<p>Course Description:</p> <p>Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> ● are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens ● develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability ● recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study. <p>Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved most Stage 4 outcomes by the end of Year 8.</p> <p>Students following the 5.2 course must cover all the 5.1 outcomes as well as the 5.2 ones.</p>	
<p>Year 9</p> <p>Integers, Decimals, Fractions, Ratios and Rates Financial Mathematics Expressions & Equations Right-angled Triangles Linear Relationships Length, Area, Surface Area and Volume Indices Properties of Geometrical Figures Quadratic Expressions and Algebraic Fractions Probability & Single Variable Data Analysis</p>	<p>Year 10</p> <p>Measurement Financial Mathematics Algebraic Expressions and Indices Right-angled Triangles Equations, Formulas and Inequalities Linear Relationships Properties of Geometric Figures Probability Quadratic Expressions and Equations Non-Linear Functions Single Variable & Bivariate Statistics</p>
<p>Current Assessment:</p> <p>Four in-class tasks, each consisting of 5.1 and 5.2 outcomes.</p>	
<p>Particular Course Requirements:</p> <p>The course you are assigned to in Year 9 (the start of Stage 5) may be a determining factor in the level you may study in stage 6.</p> <p>Students studying the 5.2 course will only be eligible for Mathematics Standard 1 or 2 in Stage 6, but will need to be guided by their teacher’s recommendations.</p>	

Mathematics

Course Name: Mathematics 5.3	Core Subject
<p>Course Description: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> ● are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens ● develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability ● recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study. <p>Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8 and are progressing towards one of the Calculus-based courses in Stage 6. Students following the 5.3 course must cover all the 5.1 and 5.2 outcomes as well as the 5.3 ones.</p>	
Topics Covered:	
<p>Year 9 Computation and Financial Mathematics Expressions, Equations & Inequalities Right-angled Triangles Linear Relationships Length, Area, Surface Area & Volume Indices and Surds Properties of Geometrical Figures Quadratic Expressions and Algebraic Fractions Probability and Single Variable Data Analysis Quadratic Equations and Graphs of Parabolas</p>	<p>Year 10 Measurement Financial Mathematics Indices and Surds Probability Non right-angled Trigonometry Expressions, Equations and Linear Relationships Quadratic Expressions and Quadratic Equations Single Variable and Bivariate Statistics Geometric Figures Non-Linear Relationships, Functions and their Graphs Logarithms and Polynomials</p>
<p>Current Assessment: Four in-class tasks, each consisting of 5.2 and 5.3 outcomes.</p>	
<p>Particular Course Requirements:</p> <p>The course you are assigned to in Year 9 (the start of Stage 5) may be a determining factor in the level you may study in stage 6.</p> <p>Students studying the 5.3 course may be eligible for Mathematics Advanced or Mathematics Standard 2 in Stage 6, but will need to be guided by their teacher’s recommendations</p> <p>Students wishing to proceed to Mathematics Extension 1 in Stage 6 will need to complete all the Optional Topics and be invited to do so by their Year 10 teacher in consultation with the Mathematics Coordinator.</p>	

Science

Course Name: Science	Core Subject
<p>Course Description: In Years 9 and 10, Science promotes the development of students':</p> <ul style="list-style-type: none"> ● interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live ● understanding of the vision that Science provides of the nature of living things, of the Earth and its place in the cosmos and of the physical and chemical processes that explain the behaviour of all material things ● understanding of scientific inquiry and ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results and drawing critical, evidence-based conclusions ● ability to communicate scientific understanding and findings, to justify ideas on the basis of evidence and to evaluate and debate scientific arguments and claims ● ability to solve problems and make informed, evidence-based decisions about Science applications taking into account ethical and social implications of those decisions ● understanding of historical and cultural contributions to Science as well as contemporary Science issues and activities and an understanding of the diversity of careers related to Science. <p>Students explore ways in which the human body as a system responds to its external environment and interdependencies within ecosystems. They are introduced to the notion of the atom and how this can change through nuclear decay, and how matter can be rearranged through chemical change. The students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p> <p>Students explore biological, chemical, geological and physical evidence for different theories, e.g. Natural Selection and the "Big Bang". Atomic Theory is developed to understand relationships within the Periodic Table. Motion and forces are related by applying physical laws.</p>	
Topics Covered:	
<p>Year 9</p> <ul style="list-style-type: none"> ● Energy in the home ● Atoms in Action ● Exploring the Universe ● Response & Disease ● Ecosystem Dynamics 	<p>Year 10</p> <ul style="list-style-type: none"> ● Chemical Reactions ● Human Movement ● Fact or Fiction? ● Student Research Project ● Miracle of Life (Inheritance and evolution)
<p>Current Assessment:</p> <p>Year 9</p> <ul style="list-style-type: none"> ● Energy Research Task (Hand -In and In Class) ● Research Task - Depth Study (Hand in) ● Semester Two Test (In class) ● Informal Topic Tests throughout the year <p>Year 10</p> <ul style="list-style-type: none"> ● Chemistry Topic Test (In Class Task) ● Practical Skills Task (In Class Task) ● Student Research Project (Hand In Task) ● Informal Topic Tests throughout the year 	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● 50% of the course time is allocated to students engagement in practical experiences ● One substantial student research project 	

Course Name: Australian Geography (Mandatory)	Core Subject (in Year 10)
Course Description: This course provides students in Year 10 with the opportunity to analyse geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. Integrated throughout the course is a focus on geographical tools including maps, field work, graphs and statistics, spatial technologies and visual representations. Geographical skills are targeted across the year and are embedded in learning activities and assessment.	
Topics Covered:	
Changing Places Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Sustainable Biomes Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated. Environmental Change and Management Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Human Wellbeing Students examine the nature of and differences in, human wellbeing and development that exist within and between countries. Students investigate examples from Australia and across the world, of issues affecting development, the impact on human wellbeing and the consequences of variations across scales.	
Current Assessment: Students will undertake a variety of engaging assessments designed to test their ability to research both human and physical Geography issues, while also offering opportunities to develop and improve Geographical skills.	
Particular Course Requirements: Fieldwork is a compulsory requirement of the Geography course. Students will attend one excursion during the year.	

Course Name:
Australian History (Mandatory)

Core Subject (in Year 9)

Course Description:

The course provides students in Year 9 with insights into the development of the modern world with an emphasis on Australia in its global context. Students will use a range of evidence to assess the significance of events and developments from a range of perspectives.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students are supported to develop research and communication skills to examine different perspectives and interpretations from a range of historical sources.

Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences. Students will undertake a relevant site study either by visiting an actual site or through a virtual source.

Topics Covered:

Making a Better World

The forces that led to the Industrial Revolution and the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system and expanding empire) and of Australia.

Making a Nation

The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.

Australians at War (World Wars I and II)

The causes of the war, why men enlisted and where Australians fought, the scope and nature of warfare and the impacts of the wars on Australia and Australians.

Rights and Freedoms (1945–present)

The background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, the US civil rights movement and its influence on Australia for achieving change for Aboriginal and Torres Strait Islander peoples.

Australia in the Vietnam War Era

The reasons Australia fought in Vietnam, opposition to or support for the war and the impacts of the Vietnam War on Australians and Australian society.

Current Assessment:

A variety of assessment tasks will be used to develop student historical inquiry skills, including presentations, independent research projects and source analysis.

Particular Course Requirements:

Students will be asked to complete a site study in Stage 5 which may be completed by a visit to a historical site.

Personal Development, Health and Physical Education

Course Name: Personal Development, Health and Physical Education	Core Subject
Course Description: The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others’ health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens. The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include: <ul style="list-style-type: none"> ● Health, Wellbeing and Relationships ● Movement Skill and Performance ● Healthy, Safe and Active Lifestyles 	
Topics Covered:	
Year 9 Movement Composition Girl Talk Overcoming Adversity Nutrition, Media & Me Target Games Striking and Hitting	Year 10 Sexual Health Mental Health Road Safety & Drug Use Aerobics Invasion Games Recreational Fitness
Current Assessment: Movement Composition Performance Girl Talk Analysis of Media Overcoming Adversity Presentation Striking and Hitting Practical application Road Safety & Drug Use Research Aerobics Performance	
Particular Course Requirements: PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement. All three strands must be taught in each year from Kindergarten to Year 10, providing opportunities to develop the knowledge, understanding and skills in both health and physical education. Equal emphasis should be given across health and physical education concepts. Students should be provided with opportunities to develop PDHPE skills from each domain across each year of learning. Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. Students should be provided with the opportunity to participate in physical activity as a part of the PDHPE syllabus.	

ELECTIVES

You will need to choose:

- *one 200 hour elective that you will study in Years 9 and 10*
- *two 100 hour electives, one of which you will study in Year 9 and the other you will study in Year 10*
- *another two 100 hour electives which are your reserves*

Mathematics

Course Name: Enrichment Mathematics	200 Hour Elective <i>NB: This course does not contribute to the Record of School Achievement (ROSA)</i>
Course Description: This course allows students to explore the deeper reaches of the Mathematical world. Topics will be drawn from senior school studies and interesting mathematical fields that are not covered by the syllabus. Links will also be made with Science and Technology. In the second semester of each year, teams of students will construct a model solar car, and compete in a UNSW Challenge against other schools. Capable mathematics students with a love of Science, Technology, Engineering and Mathematics and an innate curiosity about the world and how it works, will benefit from this course.	
Topics Covered:	
Year 9 Different Ways of Solving Equations Famous Mathematicians Maths Patterns in the World Curve Sketching Distance, Time and Rates Travel Around the World Vectors Investigating Number Systems Mini-sprint Challenge	Year 10 Harder Equations Further Curve Sketching Further Travel Around the World Spherical Trigonometry Further Vectors Senior School Challenges Sun Sprint Challenge
Current Assessment: Semester 1: Assignment Semester 2: Mini-Sprint or Sun Sprint Challenge	
Particular Course Requirements: Students will complete in the Sun Sprint Challenge.	

Mathematics

Course Name: Enrichment Mathematics

100 Hour Elective

NB: *This course does not contribute to the Record of School Achievement (ROSA)*

Course Description:

This course allows students to explore the deeper reaches of the Mathematical world. Topics will be drawn from senior school studies and interesting mathematical fields that are not covered by the syllabus. Links will also be made with Science and Technology.

In the second semester of each year, teams of students will construct a model solar car, and compete in a UNSW Challenge against other schools.

Capable mathematics students with a love of Science, Technology, Engineering and Mathematics and an innate curiosity about the world and how it works, will benefit from this course.

Topics Covered:

Different Ways of Solving Equations

Curve Sketching

Distance, Time and Rates

Travel Around the World

Spherical Trigonometry

Sun Sprint Challenge

Rates of Change

Current Assessment:

Semester 1: Assignment

Semester 2: Sun Sprint Challenge

Particular Course Requirements:

Students will compete in the Sun Sprint Challenge.

Course Name: Commerce	200 Hour Elective
<p>Course Description:</p> <p>Commerce enables students to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. The Commerce course develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.</p> <p>Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. The course will promote student research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.</p>	
Topics Covered:	
<p>Year 9</p> <p>Students will study Core Part 1 and Core Part 2 and three options.</p> <p>CORE – Part 1: Consumer and Financial Decisions Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.</p> <p>CORE – Part 2: Economic and Business Environment Students develop an understanding of the importance, and features of, the economic environment, including markets.</p> <p>OPTION 1: Promoting and Selling Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations.</p> <p>OPTION 2: Running a Business Students examine the considerations involved when planning and running a business.</p> <p>OPTION 3: E-Commerce Students explore the various uses of e-commerce, online shopping and protection issues.</p>	<p>Year 10</p> <p>Students will study Core Part 1 and Core Part 2 and three options.</p> <p>CORE – Part 1: Law, Society and Political Environment Students explore how laws affect individuals and groups and regulate society and how democratic processes work.</p> <p>CORE – Part 2: Employment and Work Futures Students investigate the contribution of work to the individual and society and the changing nature of work.</p> <p>OPTION 1: Law in Action Students investigate a range of situations in which individuals may come in contact with the law.</p> <p>OPTION 2: Travel Students learn how to plan for travel and how to solve problems encountered when travelling.</p> <p>OPTION 3: Towards Independence Students investigate financial, consumer, legal and employment issues which may affect them in the future.</p>
<p>Current Assessment: A variety of assessment tasks will be used, including examinations and hand-in assignments. In the unit, Running a Business, students will work collaboratively to plan and operate a small business at the Commerce Market Day.</p>	

HSIE

Course Name: Commerce

100 Hour Elective

Course Description:

Commerce enables students to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues.

The Commerce course develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. The course will promote student research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Students who wish to complete 100 hours of study in this area may study the course either Year 9 or Year 10 as determined by the College.

Topics Covered:

CORE – Part 1: Consumer and Financial Decisions

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions.

CORE – Part 2: Economic and Business Environment

Students develop an understanding of the importance, and features of, the economic environment, including markets.

OPTION 1: E-Commerce

Students explore the various uses of e-commerce, online shopping and protection issues.

OPTION 2: Travel

Students learn how to plan for travel and how to solve problems encountered when travelling.

OPTION 3: Towards Independence

Students investigate financial, consumer, legal and employment issues which may affect them in the future.

Current Assessment: A variety of assessment tasks will be used, including examinations and hand-in assignments.

Particular Course Requirements:

Students undertaking a 100 hour course will study Core Part 1 and Core Part 2 and three options.

HSIE

Course Name: Geography (Elective)	200 Hour Elective
<p>Course Description:</p> <p>The Geography (elective) course offers students the opportunity to undertake further study in Geography in addition to the mandatory Stage 5 Geography program, enabling students to explore the importance of the world's environments and issues associated with them.</p> <p>Students will apply geographic tools for geographical inquiry throughout the course to develop a knowledge and understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues. Learning opportunities will develop the ability of students to identify and analyse the ways humans interact with environments, evaluating arguments and problem-solving for sustainability.</p> <p>Students will develop critical and analytical understanding of both human and physical Geography, a commitment to independent and group research, and practice of Geographical skills is important to be successful in this course.</p>	
Topics Covered:	
<p>Year 9</p> <p>The World Around Us Plate tectonics, weathering, mass movement, climate change, biogeography.</p> <p>Slumming It Definitions of development and indicators and contemporary development issues.</p> <p>Endangered Planet Conservation, species protection, global extinctions.</p> <p>The Earth's Income Types and global patterns of primary production and connected issues such as open cut mining, driftnet fishing, clear felling and plantation farming.</p>	<p>Year 10</p> <p>Into the Wild Bear Grylls' style Exploring unique environments, orienteering and survival skills, tourism and travel.</p> <p>The long way round or down Study ONE of the following: The Nile from source to mouth; the Andes from coastal Peru to Amazon rainforest; North America from Los Angeles to New York</p> <p>Slumming It Definitions of development and indicators and contemporary development issues.</p> <p>Into the Blue - Oceanography The features of the world's oceans and human activity including whaling, nuclear testing, oil and mineral exploitation.</p> <p>Conflict and Tension World political conflict at a variety of scales and the roles of individuals, groups and governments in conflict resolution.</p>
<p>Current Assessment: A variety of assessment tasks will be used to develop student geographical skills, including presentations and independent research projects.</p>	

Course Name: Geography (Elective)	100 Hour Elective
Course Description:	
<p>The Geography Elective course offers students the opportunity to undertake further study in Geography in addition to the mandatory Stage 5 Geography program, enabling students to explore the importance of the world’s environments and issues associated with them.</p> <p>Students will apply geographic tools for geographical inquiry throughout the course to develop a knowledge and understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues. Learning opportunities will develop the ability of students to identify and analyse the ways humans interact with environments, evaluating arguments and problem-solving for sustainability.</p> <p>Students will develop critical and analytical understanding of both human and physical Geography, a commitment to independent and group research, and practice of Geographical skills is important to be successful in this course.</p>	
Topics Covered:	
<p>Into the Blue - Oceanography The features of the world’s oceans and human activity including whaling, nuclear testing, oil and mineral exploitation.</p> <p>Slumming It Definitions of development and indicators and contemporary development issues.</p> <p>“Do you want fries with that?” Explores the geography of what we eat, charting the types and global patterns of primary production and sustainable food production.</p> <p>Conflict and Tension World political conflict at a variety of scales and the roles of individuals, groups and governments in conflict resolution.</p>	
Current Assessment:	
A variety of assessment tasks will be used to develop student geographical skills, including presentations and independent research projects.	

Course Name: History (Elective)

200 Hour Elective

Course Description:

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Topics Covered: Film as history; Conspiracy theories; Stonehenge archaeological site; Vikings: 'Traders' or 'Raiders'?; Transatlantic Slave Trade; Disasters in History; Heroes and villains; Myths, legends and cults from the ancient the modern world; Crime and Punishment; Lake Mungo archaeological site.

Students will study the topics History, Heritage and Archaeology; Ancient, Medieval and Modern Societies; and Thematic studies.

Topic 1: History, Heritage and Archaeology

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Within this topic the following can be studied: Stonehenge archaeological site; Film as history; Lake Mungo archaeological site.

Topic 2: Ancient, Medieval and Early Modern Societies

This topic provides an opportunity for in-depth study of major features of ancient, medieval or modern societies. Within this topic the following can be studied: Vikings: 'Traders' or 'Raiders'? (Europe).

Topic 3: Thematic Studies

This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history while applying their understanding of the nature of history and the methods of historical inquiry. Thematic studies may include: Conspiracy Theories; The transatlantic slave trade (Slavery); Heroes and villains; Crime and punishment; Myths, legends and cults from the ancient to the modern world; Disasters in History; Heroes and Villians.

Current Assessment: A variety of assessment tasks will be used to develop student historical skills, including presentations and independent research projects.

Particular Course Requirements: ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics must be studied. Students will develop critical source analysis skills during the course and are given the opportunity to research historical areas of their own particular interest. A commitment to research and wider reading, as well as the ability to construct detailed, analytical responses are also of benefit when studying History Elective.

Course Name: History (Elective)

100 Hour Elective

Course Description:

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Topics Covered: Film as history; Conspiracy theories; Stonehenge; Vikings: 'Traders' or 'Raiders'?; Slavery: the Transatlantic Slave Trade; Disasters in History.

Students will study the topics History, Heritage and Archaeology; Ancient, Medieval and Modern Societies; and Thematic studies.

Topic 1: History, Heritage and Archaeology

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Within this topic the following can be studied: Stonehenge archaeological site; Film as history.

Topic 2: Ancient, Medieval and Early Modern Societies

This topic provides an opportunity for in-depth study of major features of ancient, medieval or modern societies. Within this topic the following can be studied: Vikings: 'Traders' or 'Raiders'? (Europe).

Topic 3: Thematic Studies

This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history while applying their understanding of the nature of history and the methods of historical inquiry. Thematic studies may include: Conspiracy theories; The transatlantic slave trade (Slavery); and Disasters in History.

Current Assessment: A variety of assessment tasks will be used to develop student historical skills, including presentations and independent research projects.

Particular Course Requirements:

ONE option from each of Topics 1, 2 and 3 must be studied. Students will develop critical source analysis skills during the course and are given the opportunity to research historical areas of their own particular interest. A commitment to research and wider reading, as well as the ability to construct detailed, analytical responses are also of benefit when studying History Elective.

Course Name: International Studies

200 Hour Elective

Course Description:

International Studies develops students' understanding and appreciation of the significance of culture and the skills to engage harmoniously in the interconnected world. Students will develop knowledge and understanding to recognise the complex, diverse and dynamic nature of cultures and identify the increasing interconnectedness of cultures in multicultural Australia and the broader contemporary world.

Students will develop skills to apply critical literacy in recognising and challenging stereotypes and develop effective tools for successful intercultural communication and understanding. Through exploring cultural difference and interconnectedness, students will be prepared to participate in, and contribute to, building a cohesive and just world.

Topics Covered:

The 200-hour course comprises the core and 6 options:

Core: Understanding Culture and Diversity in Today's World Students study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

Option 1 – Culture and Beliefs Students study religions and beliefs and the ways in which these interact with, and influence, cultures.

Option 2– Culture and Food Students study how culture is created and expressed through food.

Option 3 – Culture and Gender Students study connections between culture and the roles of men and women, illustrating gender differences in how culture is expressed and the impact of these differences on societies.

Option 4 – Culture and the Media Students will explore the ways in which individuals and groups' religious, political or human rights' views are represented through the media.

Option 5: Personal Interest Project (school option) An opportunity for students to develop their knowledge and understanding of a particular area of learning of relevance and interest to them that is not studied through the core or options.

Option 6 – Culture in Film and Literature Students investigate the representation of culture in film and literature through a case study.

Current Assessment: Inquiry-based research assignments, personal interest projects and presentations.

Particular Course Requirements: Students are challenged to think critically and analytically about many contemporary social, political and ethical problems so regular reading of news media is recommended for this course.

HSIE

Course Name: International Studies

100 Hour Elective

Course Description:

International Studies develops students' understanding and appreciation of the significance of culture and the skills to engage harmoniously in the interconnected world. Students will develop knowledge and understanding to recognise the complex, diverse and dynamic nature of cultures and identify the increasing interconnectedness of cultures in multicultural Australia and the broader contemporary world.

Students will develop skills to apply critical literacy in recognising and challenging stereotypes and develop effective tools for successful intercultural communication and understanding. Through exploring cultural difference and interconnectedness, students will be prepared to participate in, and contribute to, building a cohesive and just world.

Students are challenged to think critically and analytically about many contemporary social, political and ethical problems so regular reading of news media is recommended for this course.

Topics Covered:

The 100 hour course comprises the core and 3 options:

Core: Understanding Culture and Diversity in Today's World Students study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

Option 1 – Culture and Beliefs

Students study religions and beliefs and the ways in which these interact with and influence, cultures.

Option 2– Culture and Food

Students study how culture is created and expressed through food.

Option 3 – Culture and the Media

Students will explore the ways in which individuals and groups religious, political or human rights' views are represented through the media.

Current Assessment: Inquiry-based research assignments, personal interest projects and presentations.

Performing Arts

Course Name: Dance	200 Hour Elective
<p>Course Description: The 200 hour Dance course is based on the study of dance as an art form. The course ensures an all-round dance education in Performance, Safe Dance, Composition and Appreciation. Students learn both movement principles and stylised techniques and they learn through both problem-solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of dance as an artform.</p> <p>Students will develop knowledge, understanding and skills about dance as an art form through:</p> <ul style="list-style-type: none"> • dance performance as a means of developing dance technique and performance quality to communicate ideas • dance composition as a means of creating and structuring movement to express and communicate ideas • dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context. 	
Topics Covered:	
<p>Year 9</p> <ul style="list-style-type: none"> • Safe Dance • Jazz Dance • Composition • Dance Analysis • Ballet Dance 	<p>Year 10</p> <ul style="list-style-type: none"> • Smart Dance • Modern Dance • Composition • Dance Analysis • Musical Theatre
<p>Current Assessment:</p> <ul style="list-style-type: none"> • Jazz dance performance • Safe dance exam • Group composition and oral elaboration • Modern dance performance and oral elaboration • Solo composition • Dance analysis 	
<p>Particular Course Requirements:</p> <p>The Dance Years 9–10 Syllabus employs a generic dance training described as ‘dance technique’ based on the fundamentals of classical ballet and modern dance techniques. Through this students acquire appropriate strength, flexibility, coordination, endurance and skill. They perform a range of dances, individually and with others, in a variety of styles (performance/choreographic/theatrical).</p> <p>The study of dance as an artform strongly supports students’ performance in competitive school troupes and extra-curricular dance.</p>	

Performing Arts

Course Name: Dance	100 Hour Elective
Course Description: The 100 hour course provides students with an introduction to dance as an artform. Students will engage in an integrated study of the practices of performance, composition and appreciation.	
Topics Covered: Performance: Students learn about dance technique, safe dance practices and performance quality. Composition: Students engage with the composition process to create movement. Appreciation: Students study the history of dance and analyse professional dance works.	
Current Assessment: <ul style="list-style-type: none">• Jazz dance performance• Safe dance exam• Group composition and oral elaboration• Dance analysis	
Particular Course Requirements: Essential content includes warm up and cool down, injury prevention and treatment, generic dance technique and the elements of dance. Student knowledge and understanding will be assessed through practical examinations, written exams and oral responses. The study of dance as an artform strongly supports students' performance in competitive school troupes and extra-curricular dance.	

Performing Arts

Course Name: Drama	200 Hour Elective
Course Description: The Year 9 course is aimed at developing students' skills and abilities in improvisation, play building and acting. The course experiments with and examines dramatic forms and styles of performances. The Year 10 course focuses on a practical approach to the history of theatre from early classic theatre to modern times. The course has a practical as well as theoretical component and students will extend and challenge their performance skills.	
Topics Covered:	
Year 9 <ul style="list-style-type: none">• Improvisation and playbuilding• Film making• Reading and writing of texts as scripts for performance• Theatre sports	Year 10 <ul style="list-style-type: none">• Improvisation and acting• Reading and writing of texts as scripts for performance: Contemporary Theatre• Docu-Drama/Verbatim• Stanislavski and the monologue• Theatre sports
Current Assessment: <ul style="list-style-type: none">• Group performance• Film• Individual performance• Contemporary theatre performance• Docu drama playbuilding• Monologue and portfolio	
Particular Course Requirements: This course is suitable for students who: <ul style="list-style-type: none">• wish to gain confidence and increase their communication skills;• enjoy and appreciate drama and theatre;• are willing to get physically involved and learn through doing;• are interested in a career in acting, writing or production;• are looking for an outlet for their creative energy.	

Performing Arts

Course Name: Drama	100 Hour Elective
Course Description: The 100 hour elective of Drama offers students an introduction to the world of acting, drama, and theatre. The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Students will cover the essential content of playbuilding which involves a group of students collaborating to make their own piece of drama.	
Topics Covered: <ul style="list-style-type: none">● Improvisation and playbuilding● Film making● Reading and writing of texts as scripts for performance● Theatre sports	
Current Assessment: <ul style="list-style-type: none">● Group performance● Film making● Individual performance	
Particular Course Requirements: This course is suitable for students who wish to gain confidence, increase their communication skills; enjoy and appreciate drama and theatre; are willing to get physically involved and learn through doing and are looking for an outlet for their creative energy.	

Performing Arts

Course Name: Music	200 Hour Elective
Course Description: <p>The 200 hour Music elective course involves an investigation of a wide range of classical and modern music styles. It is a practical course where students are actively involved in listening, composition and performance activities. Students will further develop their performance, composition and listening skills and will refine technical skills on their chosen instrument/voice.</p>	
Topics Covered:	
Year 9 <ul style="list-style-type: none">● Film Music● Theatre Music● Classical Music● Popular Music	Year 10 <ul style="list-style-type: none">● Jazz and Blues● 19th Century Music● Popular Music● Songwriting
Current Assessment: <ul style="list-style-type: none">● Solo performances● Compositions● Group composition and performance (songwriting)● Aural analysis	
Particular Course Requirements: <p>The 200 hour Music course is suitable for students who wish to gain a deeper understanding and appreciation of the many important roles that music plays in our society. There are no particular course requirements but students should choose music if they enjoy performing, enjoy creating musical works and are willing to develop their musical skills. Students are highly encouraged to enrol in extra-curricular instrumental or vocal lessons.</p>	

Performing Arts

Course Name: Music	100 Hour Elective
Course Description: The 100 hour Music elective course is an opportunity for students to immerse themselves in the learning experiences of performing, composing and listening in a wide range of musical genres and contexts.	
Topics Covered: <ul style="list-style-type: none">• Film Music• Musical Theatre• Classical Music• Popular Music	
Current Assessment: <ul style="list-style-type: none">• Group performance and Musicology Discussion• Composition• Solo Performance	
Particular Course Requirements: The 100 Music course is suitable for students who enjoy Music and are looking to further their understanding of a range of musical genres. There are no particular course requirements but students should choose music if they enjoy performing, enjoy creating musical works and are willing to develop their musical skills. Students are highly encouraged to enrol in extra-curricular instrumental or vocal lessons.	

Visual Arts

Course Name: Visual Arts	200 Hour Elective
<p>Course Description:</p> <p>The Stage 5 elective Visual Arts course can be implemented as a 100-hour or 200-hour course. The elective course provides for broader, deeper and more extensive learning in Visual Arts beyond the limits of the mandatory course.</p> <p>It is recommended that in the elective course at least 40% of time should be dedicated to artmaking and related aspects of content a further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content the remaining 20% of time should be used to maximise the interests of students and teachers in any aspect of content.</p> <p>Students are provided opportunities to make artworks in a sustained way and work toward the development of a body of work over the elective course. The body of work shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice.</p> <p>Through learning opportunities students are introduced to the body of work in artmaking over time. Students explore bodies of work by a range of artists to inform their artmaking. Opportunities to produce different kinds of works representing ideas and interests and using different material techniques provide students with a broad understanding of artmaking practice. Such experiences provide opportunities for students to establish their intentions as artists and to develop their artmaking practice.</p> <p>In the 200 hour course students extend beyond this and look more widely at a range of other artists and art movements to inform their practice.</p>	
<p>Topics Covered:</p>	
<p>Year 9 Investigation of various artists case studies from the Pop art era whose practice, processes and techniques you will explore and emulate. Previous examples have included; Andy Warhol Richard Hamilton Roy Lichtenstein Claes Oldenburg Joseph Cornell</p>	<p>Year 10 Investigation of various artists case studies whose practice, processes and techniques you will explore and emulate. Previous examples have included; Ernest Haeckle Georgia O’Keeffe Frank Gehry Shona Wilson Heather Knight John Wolseley Robert Rauschenberg</p>
<p>Current Assessment: Art History & Criticism -Written Response (40%) Practical - Bodies of Work (60%)</p>	
<p>Particular Course Requirements: Active engagement with your Visual Art Process Diary documenting the development of your ideas and work.</p>	

Visual Arts

Course Name: Visual Arts	100 Hour Elective
Course Description: <p>The Stage 5 elective Visual Arts course can be implemented as a 100-hour or 200-hour course. The elective course provides for broader, deeper and more extensive learning in Visual Arts beyond the limits of the mandatory course.</p> <p>It is recommended that in the elective course at least 40% of time should be dedicated to artmaking and related aspects of content a further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content the remaining 20% of time should be used to maximise the interests of students and teachers in any aspect of content.</p> <p>Students are provided opportunities to make artworks in a sustained way and work toward the development of a body of work over the elective course. The body of work shows the various ways the artist – artwork – world – audience have been understood in an artist’s practice.</p> <p>Through learning opportunities students are introduced to the body of work in artmaking over time. Students explore bodies of work by a range of artists to inform their artmaking. Opportunities to produce different kinds of works representing ideas and interests and using different material techniques provide students with a broad understanding of artmaking practice. Such experiences provide opportunities for students to establish their intentions as artists and to develop their artmaking practice.</p>	
Topics Covered:	
<p>Investigation of various artists case studies from the Pop art era whose practice, processes and techniques you will explore and emulate. Previous examples have included;</p> <p>Andy Warhol Richard Hamilton Roy Lichtenstein Claes Oldenburg Joseph Cornell</p>	
Current Assessment: <p>Art History & Criticism -Written Response (40%) Practical - Bodies of Work (60%)</p>	
Particular Course Requirements: Active engagement with your Visual Art Process Diary documenting the development of your ideas and work.	

Languages

Course Name: Italian	200 Hour Elective
<p>Course Description: Students of Italian build upon the experiences and understandings developed through the mandatory Stage 4 Italian course. This is a communication-based course, which emphasises the development of the four language skills:</p> <ul style="list-style-type: none"> * Listening and Responding * Speaking * Reading and Responding * Writing <p>Students also develop a knowledge and understanding of the culture and traditions of Italian-speaking communities.</p> <ul style="list-style-type: none"> ● <u>Please note that if you wish to continue your study of Italian in Stage 6, it is essential that you choose Italian 200 hours.</u> 	
Topics Covered:	
<p>Year 9 About Me, About You Family and Pets Eating and Drinking School Life Daily Routines Hobbies and Sport</p>	<p>Year 10 The Weekend Entertainment – Film, Music and TV Shopping The Environment Health and Fitness Special Occasions/Celebrations</p>
<p>Current Assessment: Four Tasks per year. One Task for each of the following skill areas: Speaking, Listening, Reading and Writing.</p>	
<p>Particular Course Requirements: <u>If you are considering studying Italian as a Language in Stage 6, you need to complete this course, not the 100 hour elective.</u></p>	

Languages

Course Name: Italian	100 Hour Elective
Course Description: <p>Students of Italian build upon the experiences and understandings developed through the mandatory Stage 4 Italian course. This is a communication-based course, which emphasises the development of the four language skills:</p> <ul style="list-style-type: none">● Listening and Responding● Speaking● Reading and Responding● Writing <p>Students also develop a knowledge and understanding of the culture and traditions of Italian-speaking communities.</p>	
Topics Covered <p>About Me, About You Family and Pets Eating and Drinking School Life Daily Routines Hobbies and Sport</p>	
Current Assessment: <p>Four Tasks per year. One Task for each of the following skill areas: Speaking, Listening, Reading and Writing.</p>	
Particular Course Requirements: <p><u>Please note that if you wish to continue your study of Italian in Stage 6, it is essential that you choose Italian 200 hours.</u></p>	

Languages

Course Name: Japanese	200 Hour Elective
<p>Course Description: Students of Japanese will:</p> <ul style="list-style-type: none"> ● Develop the knowledge, understanding, and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese. ● Explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. ● Develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection of their own cultural heritage. <p><u>Please note that if you wish to continue your study of Japanese in Stage 6, it is essential that you choose Japanese 200 hours.</u></p>	
Topics Covered:	
<p>Year 9 Personal Identity Eating and Drinking Family and Pets School Life Daily Routine Hobbies and Sport</p>	<p>Year 10 The Weekend Entertainment Shopping The Environment Health and Fitness Special Occasions</p>
<p>Current Assessment: Four Tasks per year. One Task for each of the following skill areas: Speaking, Listening, Reading and Writing.</p>	
<p>Particular Course Requirements: If you are considering studying Japanese as a Language in Stage 6, you need to complete this course, not the 100 hour elective.</p>	

Languages

Course Name: Japanese	100 Hour Elective
Course Description: Students of Japanese will: * Develop the knowledge, understanding, and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese. * Explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary. * Develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection of their own cultural heritage. * Please note that if you wish to continue your study of Japanese in Stage 6, it is essential that you choose Japanese 200 hours.	
Topics Covered Greetings Japanese Writing Personal Identity Where You Live Leisure Activities Eating and Drinking	
Current Assessment: Four Tasks per year. One Task for each of the following skill areas: Speaking, Listening, Reading and Writing.	
Particular Course Requirements: By undertaking this course, you will not be eligible to study Japanese in Stage 6. If you wish to continue your study of Japanese in Stage 6, it is essential that you choose Japanese 200 hours.	

Languages

Course Name: Travel Guides

100 Hour Elective

NB: *This course does not contribute to the Record of School Achievement (ROSA)*

Course Description:

- Travelling is one of Australia's favourite activities. This course prepares students for the world of travel, domestic and international, and competency in the language skills required.
- Students will be ready to communicate in common travel scenarios in **one or more** of the following languages – Italian, French, German, Japanese or Chinese.
- Be an informed traveller by knowing all the steps involved in planning, booking and enjoying your trip.
- The course looks at the popular (and not so well-known!) destinations here and around the world and what to add to your own travel itinerary.

Topics Covered:

1) I come from the land "Down Under"

- what there is to see and do in our own backyard.

2) International Destination 1

- focus on the main tourist sites of one of the following countries: Italy, France, Germany, Japan or China.

- essential language to help you be an independent traveler.

3) International Destination 2

- focus on the main tourist sites of one of the following countries: Italy, France, Germany, Japan or China.

- essential language to help you be an independent traveler.

4) International Destination 3 – your choice

- use your newly-learnt skills to investigate and create your own itinerary and holiday plans for a country of your own choice.

Current Assessment:

A variety of assessment tasks will be used to develop student travel skills, including presentations and independent research projects.

Particular Course Requirements:

* You must be willing to study **any** of the 5 languages on offer.

Personal Development, Health and Physical Education

Course Name: Child Studies

200 Hour Elective

Course Description:

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Throughout the course, students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Topics Covered:

Year 9-10

The following units may be covered throughout year 9 and 10;

Preparing for parenthood

Family interactions

Newborn care

Growth and development

Play and the developing child

Food and nutrition in childhood

Children and culture

Media and technology in childhood

Current Assessment:

- Design a toy / game for Child development
- Create a nutritional menu for a child
- Preparing for Parenthood - Egg baby task
- Children and culture research task

Personal Development, Health and Physical Education

Course Name: Child Studies

100 Hour Elective

Course Description:

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Throughout the course, students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Topics Covered:

The following units may be covered

Preparing for parenthood

Family interactions

Newborn care

Growth and development

Play and the developing child

Food and nutrition in childhood

Children and culture

Media and technology in childhood

Current Assessment:

- Design a toy / game for Child development
- Create a nutritional menu for a child
- Preparing for Parenthood - egg baby task
- Children and culture research task

Personal Development, Health and Physical Education

Course Name: Physical Activity & Sport Studies	200 Hour Elective
Course Description:	
<p>Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.</p> <p>Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.</p> <p>The course includes modules selected from each of the following three areas of study:</p> <ul style="list-style-type: none"> ● Foundations of Physical Activity ● Physical Activity and Sport in Society ● Enhancing participation and performance 	
Topics Covered:	
Year 9	Year 10
Coaching and Fitness Promoting Active Lifestyles Fundamental Movement Skills Australian Sporting Identity AFL	Body Systems for Physical Activity Nutrition and Physical Activity Issues in Sport Ultimate Frisbee Lacrosse European Handball Participating with Safety
Current Assessment:	
Year 9	Year 10
Coaching plan and coaching session Promoting Active Lifestyle research task	Anatomy and Physiology presentation European Handball Practical Participating with safety research Ultimate Frisbee Practical
Particular Course Requirements:	
<p>Students will be involved in both theoretical and practical components throughout the course.</p>	

Personal Development, Health and Physical Education

Course Name: Physical Activity and Sport Studies	100 Hour Elective
Course Description: Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement. The course includes modules selected from each of the following three areas of study: Foundations of Physical Activity Physical Activity and Sport in Society Enhancing participation and performance	
Topics Covered: Body Systems for Physical Activity Promoting Active Lifestyles Coaching Issues in Sport Ultimate Frisbee / Lacrosse	
Current Assessment: Coaching plan and coaching sessions Anatomy and physiology presentation	
Particular Course Requirements: Students will be involved in both theoretical and practical components throughout the course.	

Technological and Applied Studies

Course Name: Design and Technology

200 Hour Elective

Course Description:

The Design and Technology course focuses on designing and producing functional and aesthetic solutions to design based problems. The course is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

This course is suitable for students who love exploring their own creative ideas through drawing, making and inventing solutions to problems in a range of mediums.

Students learning Design and Technology will be required to become conceptual thinkers who seek to understand the human form, challenge assumptions, redefine problems and create innovative solutions to prototype and test.

Topics Covered:

Students will develop a sound understanding of:

- A holistic approach to design
- Design processes
- Activity of designers

The 200 hour course will complete 5 to 6 projects that may focus on:

Jewellery Design	Graphic Design
Electronics	Marketing
Packaging	Multimedia
Polymers	Interior Design
Textiles	Glass Design
Timber	Nutrition and food packaging

Current Assessment:

A variety of assessment tasks will be used.

Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.

Particular Course Requirements:

- Students must undertake a range of practical experiences that occupy the majority of the course.
- A minimum of three context areas must be addressed
- 4-8 units of work must be delivered.

Technological and Applied Studies

Course Name: Design and Technology

100 Hour Elective

Course Description:

The Design and Technology course focuses on designing and producing functional and aesthetic solutions to design based problems. The course is delivered through units of work that integrate core content with project work in the creation and documentation of designed solutions. During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

This course is suitable for students who love exploring their own creative ideas through drawing, making and inventing solutions to problems in a range of mediums.

Students learning Design and Technology will be required to become conceptual thinkers who seek to understand the human form, challenge assumptions, redefine problems and create innovative solutions to prototype and test.

Topics Covered:

Students will develop a sound understanding of:

- A holistic approach to design
- Design processes
- Activity of designers

The 100 hour course will complete 3 projects that may focus on:

JewelleryDesign

GraphicDesign

Marketing

Packaging

Multimedia

Polymers

Textiles

Glass Design

Timber

Current Assessment:

A variety of assessment tasks will be used.

Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.

Particular Course Requirements:

- Students must undertake a range of practical experiences that occupy the majority of the course.
- A minimum of two context areas must be addressed
- 2-4 units of work must be delivered.

Technological and Applied Studies

Course Name: Food Technology	200 Hour Elective
<p>Course Description:</p> <p>The Food Technology course actively engages students in learning about food. Students will be able to explore food related issues through a range of practical and theoretical experiences, allowing them to make informed and appropriate food choices. They will be provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.</p> <p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food.</p> <p>This course can contribute to both vocational and general life experiences.</p> <p>Students who take pleasure in cooking and being creative with food will enjoy studying Food Technology.</p>	
Topics Covered:	
<p>Year 9</p> <ul style="list-style-type: none"> ● Food Selection and Health ● Food in Australia (multicultural influences) ● Food Trends (past and present) 	<p>Year 10</p> <ul style="list-style-type: none"> ● Food Product Development ● Food for Specific Needs ● Foods for Special Occasions
<p>Current Assessment:</p> <p>A variety of assessment tasks will be used. Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of practical experiences that occupy the majority of the course time. ● 6–8 focus areas must be delivered. ● Focus areas may be taught individually, concurrently or integrated 	

Technological and Applied Studies

Course Name: Food Technology	100 Hour Elective
Course Description: <p>The Food Technology course actively engages students in learning about food. Students will be able to explore food related issues through a range of practical and theoretical experiences, allowing them to make informed and appropriate food choices. They will be provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.</p> <p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food.</p> <p>This course can contribute to both vocational and general life experiences.</p> <p>Students who take pleasure in cooking and being creative with food will enjoy studying Food Technology.</p>	
Topics Covered:	
Either Yr 9 or Yr 10 <ul style="list-style-type: none">• Food Selection and Health• Food in Australia (multicultural influences)• Food Trends (past and present)	
Current Assessment: <p>A variety of assessment tasks will be used. Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
Particular Course Requirements: <ul style="list-style-type: none">• Students must undertake a range of practical experiences that occupy the majority of the course time.• 3–4 focus areas must be delivered.• Focus areas may be taught individually, concurrently or integrated.	
Course Costs:	Students are required to purchase their own texts, and to cover the costs of internal and/or excursions.

Technological and Applied Studies

Course Name: Industrial Technology Multimedia	200 Hour Elective
<p>Course Description: The Industrial Technology Multimedia course provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.</p> <p>The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to Multimedia, Photographic and associated industries.</p> <p>Core modules include content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are further enhanced and developed through the study of the Multimedia specialist modules of Apps and Interactivity and Games and Simulations.</p> <p>This course can contribute to both vocational and general life experiences. Students who take pleasure in designing and creating with text, graphics, audio, video and numbers will enjoy studying Industrial Technology Multimedia.</p> <p>The 200 hour course may focus on;</p> <ul style="list-style-type: none"> ● Animation ● Graphic Design and ePublications, Photography ● Videography ● Website Design ● Game Design and Virtual Reality. 	
Topics Covered:	
Safety & WHS Photography and Image Manipulation Web Design Film Production and Animation	Year 10 Games and Simulation Apps and Interactivity
<p>Current Assessment: A variety of assessment tasks will be used based around industrial technology hardware, software and techniques. Practical projects with design digital portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of theoretical and practical experiences that occupy the majority of the course. ● A minimum of two core areas must be addressed. ● 2-4 units of work must be delivered. 	

Technological and Applied Studies

Course Name: Industrial Technology Multimedia	100 Hour Elective
Course Description: The Industrial Technology Multimedia course provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to Multimedia, Photographic and associated industries. Students who take pleasure in designing and creating with text, graphics, audio, video and numbers will enjoy studying Industrial Technology Multimedia. The 100 hour course will focus on the following two focus areas: <ul style="list-style-type: none">• Web Design• Video Production	
Topics Covered:	
Safety & WHS Web Design Video Production and Animation	
Current Assessment: A variety of assessment tasks will be used based around industrial technology hardware, software and techniques. Practical projects with design digital portfolios alongside traditional examinations and other hand in and in class presentations and tasks.	
Particular Course Requirements: <ul style="list-style-type: none">• Students must undertake a range of theoretical and practical experiences that occupy the majority of the course.• A minimum of two core areas must be addressed.• 2-4 units of work must be delivered.	

Technological and Applied Studies

Course Name: Information and Software Technology	200 Hour Elective										
<p>Course Description: The Information and Software Technology course develops students’ knowledge and understanding, confidence and creativity in analyzing, designing, developing and evaluating information and software technology solutions. Practical projects and activities are integrated throughout the course so students can express their enjoyment of learning about and using computers.</p> <p>Students will develop a sound understanding of the core content: Design, Produce and Evaluate, Data Handling, Hardware Issues, Past, Current and Emerging Technologies, People and Software.</p> <p>The 200 hour course will complete 4-6 practical projects which may be based around the following course options:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Artificial Intelligence</td> <td style="width: 50%;">Internet and Website Development</td> </tr> <tr> <td>Simulation and Modelling</td> <td>Networking Systems</td> </tr> <tr> <td>Authoring and Multimedia</td> <td>Robotics and Automated Systems</td> </tr> <tr> <td>Database Design</td> <td>Software Development and Programming</td> </tr> <tr> <td>Digital Media</td> <td></td> </tr> </table>		Artificial Intelligence	Internet and Website Development	Simulation and Modelling	Networking Systems	Authoring and Multimedia	Robotics and Automated Systems	Database Design	Software Development and Programming	Digital Media	
Artificial Intelligence	Internet and Website Development										
Simulation and Modelling	Networking Systems										
Authoring and Multimedia	Robotics and Automated Systems										
Database Design	Software Development and Programming										
Digital Media											
Topics Covered:											
<p>Year 9</p> <ul style="list-style-type: none"> ● Digital Media Then and Now-Digital Media ● Gamer Girl-Game Design and Automated Systems ● Databasics-Database Design ● Mrs Roboto-Robotics and Automated Systems 	<p>Year 10</p> <ul style="list-style-type: none"> ● Internet Explorer-Internet and website development ● Girls who Code-Software Development and Authoring and Multimedia ● NBN: New Bethany Network-Networking Systems 										
<p>Current Assessment: A variety of assessment tasks will be used based around information technology hardware, software and techniques. Practical projects with design digital portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>											
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of theoretical and practical experiences that occupy the majority of the course. ● A minimum of two core areas must be addressed. ● 2-4 units of work must be delivered. 											

Technological and Applied Studies

Course Name: Information and Software Technology

100 Hour Elective

Course Description:

The Information and Software Technology course develops students' knowledge and understanding, confidence and creativity in analyzing, designing, developing and evaluating information and software technology solutions. Practical projects and activities are integrated throughout the course so students can express their enjoyment of learning about and using computers.

Students will develop a sound understanding of the core content:

Design, Produce and Evaluate, Data Handling, Hardware Issues, Past, Current and Emerging Technologies, People and Software.

The 100 hour course will complete 2-3 practical projects which may be based around the following course options:

Artificial Intelligence

Robotics and Automated Systems

Database Design

Software Development and Programming

Digital Media

Topics Covered:

Digital Media Then and Now-Digital Media

Databasics Database Design

Mrs RobotoRobotics and Automated Systems

Current Assessment:

A variety of assessment tasks will be used based around information technology hardware, software and techniques.

Practical projects with design digital portfolios alongside traditional examinations and other hand in and in class presentations and tasks.

Particular Course Requirements:

- students must undertake a range of theoretical and practical experiences that occupy the majority of the course.
- A minimum of two core areas must be addressed.
- 2-3 units of work must be delivered.

Technological and Applied Studies

Course Name: Textiles Technology	200 Hour Elective
<p>Course Description:</p> <p>The Textiles Technology course provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques.</p> <p>Through a range of practical projects students will investigate and experiment with different fabrics in order to produce a variety of textile articles such as clothing, soft furnishings and three dimensional textile items. Textile projects will give students the opportunity to be creative, independent learners. They will explore functional and aesthetic aspects of textiles, demonstrating responsibility in decision-making. They will be encouraged to express their individuality, ideas and opinions through the design process. The design process is usually documented in a folio that records the stages of experimentation through drawing and sketching inspirations and design ideas, as well as the production of the textile item.</p> <p>This course is designed for students who enjoy using the sewing machine and being innovative and creative with fashion and textiles.</p>	
<p>Topics Covered:</p> <p>Students will develop a sound understanding of:</p> <ul style="list-style-type: none"> ● Design ● Properties and Performance of Textiles ● Textiles and Society <p>The 200 hour course will complete 5-6 practical projects based around the following focus areas:</p> <ul style="list-style-type: none"> ● Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts ● Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags ● Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes ● Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design ● Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers. 	
<p>Year 9</p> <p>Will complete 2-3 projects that may focus on:</p> <ul style="list-style-type: none"> ● Non-apparel - Tote Bag ● Apparel - Skirt or Dress ● Textile Arts - Art piece ● 	<p>Year 10</p> <p>Will complete 2-3 projects that may focus on:</p> <ul style="list-style-type: none"> ● Costume - Corsetry ● Furnishings - Quilting ● Textile Arts - Free choice
<p>Current Assessment:</p> <p>A variety of assessment tasks will be used.</p> <p>Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of practical experiences and project work to occupy the majority of the course. ● A minimum of four units of work must be completed for the 200-hour course, covering a minimum of three focus areas. 	

Technological and Applied Studies

Course Name: Textiles Technology	100 Hour Elective
Course Description: <p>The Textiles Technology course provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques.</p> <p>Through a range of practical projects students will investigate and experiment with different fabrics in order to produce a variety of textile articles such as clothing, soft furnishings and three dimensional textile items. Textile projects will give students the opportunity to be creative, independent learners. They will explore functional and aesthetic aspects of textiles, demonstrating responsibility in decision-making. They will be encouraged to express their individuality, ideas and opinions through the design process. The design process is usually documented in a folio that records the stages of experimentation through drawing and sketching inspirations and design ideas, as well as the production of the textile item.</p> <p>This course is designed for students who enjoy using the sewing machine and being innovative and creative with fashion and textiles.</p>	
Topics Covered: <p>Students will develop a sound understanding of:</p> <ul style="list-style-type: none">● Design● Properties and Performance of Textiles● Textiles and Society <p>The 100 hour course will complete 2-3 practical projects based around the following focus areas:</p> <p>Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts</p> <p>Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags</p> <p>Costume – includes theatre costumes, masks, head dress, folk and traditional costumes, fancy dress costumes and dance costumes</p> <p>Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design</p> <p>Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers.</p>	
100 hr projects may include: <ul style="list-style-type: none">● Non-apparel - Tote Bag● Apparel - Skirt or dress● Textile Arts - Art piece	
Current Assessment: <p>A variety of assessment tasks will be used.</p> <p>Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
Particular Course Requirements: <ul style="list-style-type: none">● Students must undertake a range of practical experiences and project work to occupy the majority of the course.	

Technological and Applied Studies

Course Name: iSTEM	100 Hour Elective <i>NB: This course does not contribute to the Record of School Achievement (ROSA)</i>
<p>Course Description: iSTEM is a course filled with project-based learning opportunities integrating areas of science, technology, engineering and mathematics. Students have a wide range of opportunities throughout this course to utilise the latest technology offered at the College, including laser cutting and 3D printing.</p> <p>Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mechanics.</p> <p>The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.</p>	
<p>Topics Covered: The 100-hour course will complete 2 to 3 projects that may focus on:</p> <ul style="list-style-type: none"> ● Stem Fundamentals: Balsa Bridges ● CAD + CAM 1: LED Lamps (incorporating laser cutting and 3D printing) ● Mechatronics: STEM Minor Competition (Mini 3D Sustainable House Models) ● Motion & CAD/CAM 2: Bottle Rocket Building and Launching ● Aerodynamics: Kite Creation ● STEM Project Based Learning Major Project: Student Choice of Project 	
<p>Current Assessment: A variety of assessment tasks will be used. Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of practical experiences that occupy the majority of the course. ● A minimum of four core module areas and three elective module areas must be addressed. ● 2-6 units of work must be delivered. 	
Course Costs:	Students are required to purchase their own texts, project material and to cover the costs of internal and/or excursions.

Technological and Applied Studies

Course Name: iSTEM	200 Hour Elective <i>NB: This course does not contribute to the Record of School Achievement (ROSA)</i>
<p>Course Description: iSTEM is a course filled with project-based learning opportunities integrating areas of science, technology, engineering and mathematics. Students have a wide range of opportunities throughout this course to utilise the latest technology offered at the College, including laser cutting and 3D printing.</p> <p>Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mechanics.</p> <p>The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations.</p>	
<p>Topics Covered: The 200-hour course will complete 5 to 6 projects that may focus on:</p> <ul style="list-style-type: none"> ● STEM Fundamentals: Balsa Bridges ● CAD + CAM 1: LED Lamps (incorporating laser cutting and 3D printing) ● Mechatronics: STEM Minor Competition (Mini 3D Sustainable House Models) ● Motion & CAD/CAM 2: Bottle Rocket Building and Launching ● Aerodynamics: Kite Creation ● STEM Project Based Learning Major Project: Student Choice of Project 	
<p>Current Assessment: A variety of assessment tasks will be used. Practical projects with design portfolios alongside traditional examinations and other hand in and in class presentations and tasks.</p>	
<p>Particular Course Requirements:</p> <ul style="list-style-type: none"> ● Students must undertake a range of practical experiences that occupy the majority of the course. ● A minimum of four core module areas and six elective module areas must be addressed (over the two year course) ● 4-8 units of work must be delivered. 	
Course Costs:	Students are required to purchase their own texts, project material and to cover the costs of internal and/or excursions.

List of Teaching and Learning Coordinators

Leader of Curriculum	Mr Kipriotis
Religious Education	Mrs Camporeale, Mrs Jones
English	Mr Wong, Ms Carruthers
HSIE	Mr Woollam, Mrs Metros
Languages	Mr Gianni
Mathematics	Ms Robinson, Ms Donnelly
Performing Arts	Mrs Moroney
PDHPE	Mrs Barrass
Science	Mr Milic, Ms Flett
TAS	Ms Kyriacou, Mrs Rogers
Visual Arts	Mr McLean