

# Leumeah High School



## Information Booklet

Students Enrolling in

Stage 5

(Years 9 & 10)

2020

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# INTRODUCTION

In Years 9 and 10 the pattern of study is different from that offered in Years 7 and 8.

Students in Years 9 and 10 will study **all of** the compulsory subjects, which include:

- . English
- . Mathematics
- . Science
- . Personal Development, Health & Physical Education (PDHPE)
- . Geography
- . History

**Students will also participate in sport.**

Students will study 2 electives in Year 9 and 2 **new electives** in year 10. The exception to this is Spanish which can be studied in Years 9 and 10.

The subjects on offer are:

- |                            |   |
|----------------------------|---|
| . Aboriginal Studies       | . Industrial Technology - Engineering           |
| . Agricultural Technology  | . Industrial Technology - Metal                 |
| . Childhood Studies        | . Industrial Technology – Timber                |
| . Commerce                 | . Information Software Technology               |
| . <b>Dance</b>             | . International Studies                         |
| . Design and Technology    | . Music   |
| . Drama                    | . Outdoor Education                             |
| . Food Technology          | . Photographic and Digital Media                |
| . Geography (Elective)     | . Physical Activity & Sports Studies (Elective) |
| . History (Elective)       | . <b>Spanish</b>                                |
| . Hospitality <b>(VET)</b> | . Textile Technology                            |
| . Hospitality <b>(VET)</b> | . Visual Arts                                   |
|                            | . Visual Design                                 |

**PLEASE NOTE: Students may only study 2 Industrial Technology subjects across Years 9 & 10. Students considering Spanish at HSC level will be required to study this course in BOTH Year 9 and 10 if they choose this elective.**

Please read the subject descriptions carefully and seek advice from teachers and parents before choosing your electives.

## SOME ADVICE

- Choose a subject in which you are genuinely interested. If you do not like the content then do not choose it.
- Remember that once you have chosen your subject, you cannot change once you have handed in your forms because class sizes and timetables have to be set.
- Do not choose a subject just because you want to be with your friends. They might really like it and you may not be as interested.
- Choose subjects from which you will get satisfaction. Make sure you enjoy what you do.
- Do not choose a subject because it is known as "a bludge subject". (There is no such thing!)

# GENERAL REQUIREMENTS FOR THE AWARD OF A RoSA

In 2012 a new credential was introduced to replace both the School Certificate awarded at the end of Year 10 and the Preliminary Certificate awarded at the end of Year 11.

The RoSA is different from the previous certificates as it is only awarded when a student leaves school. The expectation now is that the majority of students will stay at school until they turn 17 years old, which means that very few students will leave school at the completion of Year 10. The exceptions to the new school leaving age are:

- if a student has full time work of at least 25 hours per week
- if a student has an apprenticeship
- if a student is accepted in a full time TAFE course

To qualify for a RoSA when they leave school, a student must:

**A. Undertake a program of courses** which includes:

**(a)** A study of :

- (i) English
- (ii) Mathematics
- (iii) Science
- (iv) Both History and Geography are compulsory.  
(These include; Civics and Citizenship)
- (v) Personal Development, Health and Physical Education.

**(b)** During Stage 4 (Years 7 and 8) a study of:

- (i) Visual Arts
- (ii) Music
- (iii) Design and Technology
- (iv) A language other than English

During Stage 5 (Years 9 and 10), students will select **2** Elective Courses for Year 9 and **2** in Year 10.

**B. Satisfactorily complete each of the above courses.** This will require sufficient evidence that the student has:

- (a) satisfactorily completed NESA courses.
- (b) **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school ; **and**
- (c) **achieved** some or all of the course outcomes.

## GENERAL REQUIREMENTS - continued

In relation to the above, the following must be stressed:

1. Present courses of study at Leumeah High School are designed to comply with the pattern of courses and experience requirements described above.

2. In regard to satisfactory completion of courses, NESA rules state the following :

*"Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. In these cases, the Principal will apply the 'N' determination. Where the "N" determination is applied, a student will NOT be eligible for the award of a RoSA when they leave school. Instead they will only receive a Transcript of Study which clearly identifies the course(s) in which the student did not meet requirements."*

The school will regularly monitor the performance of all students to ensure that they are meeting the requirements for the award of a RoSA. Parents will be informed by letter if their son/daughter is in danger of receiving an 'N' determination because he/she is not satisfactory in any of the areas mentioned. If this occurs, it should receive your **immediate attention**.

## DETERMINATION OF RoSA GRADES ON COMPLETION OF YEAR 10

Upon satisfactory completion of Stage 5 studies, students will be awarded one of the grades A, B, C, D or E in each of their subjects. These grades will be shown on their RoSA (except the courses of Visual Arts, Music, Design/Technology and Languages studied in years 7 and 8 – these subjects will be reported as Satisfactorily or Unsatisfactorily completed – unless studied as an elective.)

Grades A → E will be determined based on student performance at a school level according to the course performance descriptors.

No certificate is awarded on completion of Year 10. Students are only eligible for a RoSA if they leave school prior to the completion of Year 12.

Attached is information from the NESA regarding RoSA.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For all subjects, individual faculties will develop policies as to how internal assessment will be used to determine the allocation of grades. These policies will be made available to students and their parents.

# RECORD OF SCHOOL ACHIEVEMENT (RoSA)

## What students receive

While most students complete the Higher School Certificate (HSC), just over 10 % leave school before the HSC.

They move straight into the workforce and/or to further education opportunities in their chosen field.

In the past, these students would have received their School Certificate with their Year 10 results and no additional information from NESA if they went on to participate in some Year 11 or Year 12 courses.

To address the information gap that had existed for students attending school beyond Year 10, NESA developed the Record of School Achievement or RoSA, which was first awarded to students in 2012.

The RoSA is a **cumulative credential**. It details all results for a student up until the date of leaving school. The RoSA has immediate use for students leaving school prior to getting their HSC.

As it is cumulative, the information shown on any given student's RoSA will change depending on when the student leaves school.

Here is a brief overview of what students will receive:

*Successfully completing Stage 5 and leaving at the end of Year 10.*

These students will receive a RoSA listing their Stage 5 courses with an A to E grade for each course as well as achievement details for any completed Vocational Education and Training (VET) or Life Skills courses.

*Leaving during Year 11*

Students leaving during Year 11 before they complete any Preliminary courses will receive a RoSA that lists their Stage 5 courses with their results as well as a list of Preliminary courses they participated in and the date they left school.

*Leaving at the end of Year 11*

Students completing Year 11 will receive a RoSA listing their Stage 5 and Preliminary courses with their results.

*Leaving during Year 12*

Students leaving Year 12 before completing their HSC courses and examinations will receive a RoSA listing both their Stage 5 and Preliminary courses with their results and also a list of HSC courses they participated in and the date they left school.



**Literacy and Numeracy tests**

Students intending to leave school before the HSC can also take voluntary literacy and numeracy tests. These tests were developed by NESA in response to feedback from employer groups that evidence of these skills was highly regarded and an important consideration when making employment decisions.

The tests are taken at school and there are two opportunities each year - May and October. It is important that students who would like to leave school before October and want to take the tests let their school know as soon as possible. Students can take the tests and still decide to stay on at school.

**Important information**

Students Online is a purpose-built website for NSW senior students.

All students from Year 10 onwards have access to their personalised Students Online account. This portal is managed by NESA and gives students access to their results for Years 10, 11 and 12.

Students can generate an interim report known as a Student eRecord. A Student eRecord can be printed and shown at job interviews or to further education providers.

Students should speak to their school if they do not have access to their Students Online account.

**For more information, contact:**

Chris Thompson  
Project Manager  
EAC-Student Support Services  
[chris.thompson@NESA.nsw.edu.au](mailto:chris.thompson@NESA.nsw.edu.au)

(02) 9367 8069

# COMPULSORY SUBJECTS

## **English**

English is compulsory in Years 7 - 12. The focus of English is the development of skills in:

- Speaking
- Listening
- Reading
- Writing
- Viewing and representing

The aim of the English syllabus in Years 7 - 10 is to enable students to understand, enjoy, appreciate and reflect on the English language through a variety of texts and to shape meaning in ways that are imaginative, critical and powerful.

Students in Years 9 and 10 must read, view and listen to a variety of texts including prose, poetry, Shakespearean drama, non-fiction, picture books, film/television, internet and multimedia.

## **What do you need for English?**

Every student studying English will need:

- A 180 page book for use as a general workbook
- An A4 display folder
- A dictionary
- A USB

# Mathematics

All students in NSW study the **ONE** course in **Stage 5 Mathematics**.

As there is only one Mathematics course in Year 10, all students in NSW will be assessed on one continuum of learning at the completion of Stage 5. This will be based on the Stage 5 Course Performance Descriptors, outlined by the Board of Studies. These course performance descriptors are assigned a grade, as follows: E2, D3, D4, C5, C6, B7, B8, A9, A10. Schools will use these Stage 5 Course Performance Descriptors to determine RoSA for Mathematics.

The Board of Studies recognises that students have different capabilities, and this Mathematics course caters for the full range of learners by including different pathways, (or endpoints), within the Stage 5 Mathematics course.

The Mathematics classes at Leumeah High School are arranged according to the student's mathematical ability, and the curriculum is guided by these pathways. This allows all students to study the same content, but at varying degrees of difficulty and intensity.

As a result, the students will be assessed according to their relevant pathway of study. They will also receive a grade that reflects their overall performance in the Stage 5 Mathematics course. Their pathway grade will be indicated on their report as this reflects their achievement with the content skills and knowledge taught in class.

## **What do you need for Mathematics?**

Every student studying Mathematics will need:

- A 240 page grid book
- A calculator
- A set of geometrical instruments
- A textbook cover

All of the above are available from the school.

## Science

Science is compulsory in **Years 7–10**. Science develops students' knowledge, understanding and skills to explain and make sense of the biological, chemical, geological and physical world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

Students work individually and in teams planning and conducting investigations. Practical experiences will occupy some of the course time. All students will be required to undertake at least one hands-on practical investigation in **Stage 5 (Years 9 and 10)**.

### **What do you need for Science?**

Every student studying Science will need:

- An A4 128 page binder book
- Pencil, eraser, ruler
- Calculator, protractor
- Black leather school shoes

All of the above (except shoes) are available from the school.

## **Personal Development, Health and Physical Education (PDHPE)**

PDHPE is compulsory for all students in **Years 7–10**. The aim of the 7–10 program is to develop students capacity to enhance personal health and well-being, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activities in line with the relevant outcomes of the PDHPE Years 7 – 10 syllabus.

The program has been developed in conjunction with the local community and reflects needs of our broad community groups.

The core propositions of the course focus on educative purpose, a strengths-based approach to minimising harm, valuing movement, developing health literacy and taking a critical enquiry approach.

These 5 propositions guide learning three key domains:

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

### **What do you need for Personal Development, Health and Physical Education?**

- Leumeah High School sports uniform and sports shoes for all practical lessons, a hat, sunscreen and drink bottle are highly recommended.
- Pens and stationery
- A willingness to work to the best of your ability

## Geography – Mandatory

Geography is an essential part of life long education as it provides students with an understanding of people and the environments in which we live.

Students undertake Geography Mandatory in Stage 4 and in Stage 5.

In Stage 4, students learn about the manner in which people all around the world interact with a variety of physical environments and how they make human connections within communities. Students also gain the basic skills required for the effective study of Geography.

In Stage 5, students learn about sustainability and environmental management, as well as urban settlements and the factors that impact on human wellbeing on a global scale. Students also further develop the skills required for the effective study of Geography.

The content is divided into topics, most of which have internal choice:

Year 9	Year 10
<b>Sustainable Biomes :</b> <ul style="list-style-type: none"><li>- Biomes</li><li>- Food Production</li></ul> <b>Changing Places:</b> <ul style="list-style-type: none"><li>- Urbanisation</li><li>- Australia's Urban Future</li></ul>	<b>Human Wellbeing and Development</b> <ul style="list-style-type: none"><li>- Introduction</li><li>- Spatial variations</li><li>- Human wellbeing in Australia</li><li>- Improving Human wellbeing</li></ul> <b>Environmental Change &amp; Management:</b> <ul style="list-style-type: none"><li>- Environments</li><li>- Environmental change</li><li>- Environmental management</li><li>- Investigation</li></ul>

### **What do you need for Geography?**

- A 198 page exercise book
- Coloured pencils, glue stick and scissors in addition to your usual stationery

## **History – Mandatory**

Students undertake History Mandatory in Stage 4 and in Stage 5.

In Stage 4 students are provided with an understanding of world history from ancient times to modern world and the basic skills required for the effective study of History.

In Stage 5 students undertake a study of the history of the making of the Modern World. Students will also develop the skills required for the effective study of History.

The content is divided into topics, most of which have internal choice:

<b>Year 9</b>	<b>Year 10</b>
<ul style="list-style-type: none"><li>• Overview – The Modern World and Australia</li><li>• Making of the Modern World</li><li>• Australia at War (World War I and II)</li></ul>	<ul style="list-style-type: none"><li>• Overview – The Modern World and Australia</li><li>• Rights and Freedoms (US civil rights movement)</li><li>• Rights and Freedoms (struggle of Aboriginal and Torres Strait Islander Peoples)</li><li>• School Developed Topic (Terrorism)</li></ul>

### **Assessment**

Year 10 assessments are according to Board of Studies guidelines. There are two assessment tasks and two examinations which are to be sat by all Year 10 students.

### **What do you need for History:**

- 198 page exercise book/A4 exercise book
- Coloured pencils / Glue / Scissors

## Careers Information

Today's students will face new social and economic challenges when they leave school to participate in the complex and dynamic world of work. The patterns and occupations of their working lives will differ greatly from those of preceding generations.

Careers Education at Leumeah High School is concerned with the development of knowledge, skills and attitudes by means of learning experiences which will assist students to make informed decisions about school and post-school options and enable effective participation in their working life.

Year 9 students will have the opportunity to participate in:

- Canteen Work Experience
- Work Experience
- Classroom activities
- School to Work Planning

For further information please contact **Mrs Stagg**, Careers Advisor.



## Elective Subjects

### Aboriginal Studies

Students can undertake the study of Aboriginal Studies as a 100 hour course in Stage 5.

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students. All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. Students develop an understanding of the importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people.

#### **Content:**

The content for Aboriginal Studies is divided into three topics:

- Aboriginal Identities
- Aboriginal Autonomy
- Options: (Including)
  - Aboriginal Visual Arts
  - Aboriginal Performing Arts
  - Aboriginal Peoples and the Media
  - Aboriginal Film and Television
  - Aboriginal Peoples and Sport

#### **What do you need for Aboriginal Studies?**

- 198 page exercise book.
- Pens/Pencils/Glue/Scissors

# **Agricultural Technology**

**Course Fee: \$15 per year**

## **Areas of study**

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

In the 100 hour Agriculture class (Stage 5) units of study are:

- Introduction to Agriculture
- Plant Production 1
- Animal Production 1

The courses offered consist approximately of 30% theory component and 70% practical component. Students are assessed in both areas.

Our main objectives are to develop functional skills, knowledge, understanding, interests and attitude in agriculture as the primary provider of food, shelter, fibre and fuel for Australians.

Parents, guardians and the community are provided with the opportunities to liaise with us and contribute to our activities through partnerships.

### **What do I need for Agricultural Technology:**

- 300 page Exercise Book
- Pens, pencils, coloured pencils, scissors, glue stick, ruler
- A4 Display folder
- Black leather school shoes (to comply with WH&S)
- USB Key
- Green Hat – one that complies with the school uniform code

# Childhood Studies

Course Fee: NA

Virtual Baby Resource: \$6.00 for the year

## 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.

This course is a fun "hands on" course for students who are keen to know more the care, growth, development and activities that support a child's learning and positive. It will raise awareness of the needs associated with the stages of development and provide opportunities to develop skills in caring and working with children. Pregnancy and the health of a mother is an important focus. This course will provide a basis for parenting in the future or support contact with children, including many career options such as childcare, nursing, teaching and learning support and other people services.

Many students express an interest in pursuing a child care **career pathway**, which this course will help to support both in awareness and as a previous course of study on their resume.

A **variety of practical activities** will be included in the course, including practical work focused on the power of reading books to children, reviewing the play value of toys, designing children's learning tasks, food preparation, craft, toy making and games.

**Virtual babies** are a source of great excitement in this course where students will be able to adopt and care for the baby during the course, from overnight to weekends as skills are demonstrated.

**Further your skills in creativity, collaboration, critical thinking and communication in Childhood Studies!**

## What will I learn in Child Studies?

The course includes a range of modules that can be included in Child Studies that meets the needs and interests of students. The modules have been designed into the following units:

- **The Importance of Families** - Family Interactions, family diversity, roles and responsibilities of parents, rights of child,
- **Mums the word** - Preparation for parenthood, Conception to Birth, physical emotional and social changes during pregnancy, reproduction and conception, nutrition and health of mother, stages of pregnancy, birth and labour.
- **Growing Healthy and Happy** - New Born Care, Growth and Development, Play and the Developing Child, Newborn care and needs, infant, toddler milestones, health and safety in childhood and influences on growth and development.
- **Celebrations with Children** - Children and Culture, Food and Nutrition in childhood - researching celebrations and cultural events; planning and preparation of parties/events for children; food habits and nutritional considerations when preparing food; appropriate activities for children's celebrations.

### **What will students need to provide?**

- Safe footwear
- USB
- A workbook (198 pages) used in conjunction with laptop
- Display book and additional sleeves for projects
- Various materials for each unit's project (mainly craft items). These are purchased by students and costs will vary.
- **\$6.00 charge for the Virtual Baby hire.**

### **How will students be assessed?**

The following assessment tasks may be selected in each unit:

- Assignments – eg Report on caring for an egg child, selecting items for a nursery, designing growth and development brochures and similar
- Class activities, Bookwork/ICT files – eg reviewing DVD's such as Matilda, appraising children's story books and designing appropriate learning activities, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing.
- Tests to quiz what you know.

The RoSA grade will be based on **Assessment Tasks and course descriptors.**

# Commerce

## **Course Fee: Nil**

Commerce is a 100 hour course for Stage 5 students.

Commerce represents one of the most interesting and socially important subjects offered to students. Commerce helps develop knowledge and understanding of:

- Consumer, financial, legal, business and employment issues
- The rights and obligations of individuals, businesses and governments.

Commerce provides students with the opportunity to develop the skills needed for effective communication, analysis and evaluation and uses a range of digital technologies and current events material to supplement classwork.

Students will undertake either Core Part 1 or Core Part 2 and at least three optional topics.

<b>Core Studies</b>	<b>Options</b>
Part 1.1 - Consumer Choice Part 1.2 - Personal Finance  Part 2.1 - Law and Society Part 2.2 - Employment Issues	Promoting and selling E-Commerce Political Involvement Travel Law in Action Running a Business School Developed Option

Commerce provides an excellent foundation for students interested in studying Business Studies and/or Legal Studies for the HSC.

## **What do you need for Commerce?**

- A 198 page A4 exercise book
- Coloured pencils, glue stick and scissors in addition to regular stationary items

# Dance

**Course Fee: \$20.00 per year**

## **Course Description**

Dance provides students with exciting opportunities to experience and enjoy dance as an art form as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

## **What will students learn about?**

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

## **What will students learn to do?**

Students will learn to develop and articulate their body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.

Leumeah High School provides performing opportunities at PRAC Assemblies, Performance Evenings, School Musical, MADD Festivals and other out of school dance events, for example the Schools Spectacular.

Students will learn to develop skills across a range of dance styles including hip hop, cultural dance, ballet, jazz, musical theatre and contemporary dance.

## **Uniform Requirements:**

- Hair off face
- Tights/Leggings
- Singlet/Top
- Shorts (boys)

## **Other Course Requirements:**

- 160 page A4 exercise book
- Pens

# Design and Technology

**Course Fee:** \$20.00 per year for basic consumable materials for classroom use.

**Course Description:** This is an excellent course for students who enjoy finding out why and how things work, and who also want to design, create and invent items in the many focus areas of technology.

Design and Technology is a practical hands on course that involves design, creating, producing and evaluating quality designed solutions for many situations in our lives, homes, leisure activities and workplaces. Students will engage in research and experiments, planning and trialling prototypes, the use of a wide range of tools and materials with a strong emphasis on developing ICT skills during the development of a design projects. Projects have large proportion of time spent on practical production and the journaling of all steps in designing. Work Health and Safety is important to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Through researching an appreciation and perspective of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies is established. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

**Further your skills in creativity, collaboration, critical thinking and communication in Design and Technology!**

**What will I be learning in D&T?**

**Units of work** will be designed from a selection of Contexts and Focus Areas depending on expertise, equipment available and student interests.

Contexts	Focus area of design	Contexts	Focus area of design
<b>Agriculture</b>	animal enterprise environmental plant enterprise student-negotiated focus area of design *	<b>Food Technologies</b>	. food . food packaging . food presentation . nutrition . student-negotiated focus area of design *
<b>Digital Technologies</b>	automated systems control systems software solutions student-negotiated focus area of design *	<b>Information and Communication Technologies</b>	. 3Dmodelling/animation . architecture . desktop publishing . graphics . marketing . multimedia . student-negotiated focus area of design *
<b>Engineered Systems</b>	aeronautical environmental mechatronic medical structural transport systems student-negotiated focus area of design *	<b>Material Technologies</b>	. electronics . jewellery . metals . packaging . polymers . textiles . timber . student-negotiated focus area of design *

### **How will students be assessed?**

Each unit will involve a design project and the assessment can include a combination of:

- Design portfolios – documenting ideas, research, plans, trials and evaluations.
- Final products or prototypes made as solutions.
- ICT or Computer applications - iMovies, websites, animations
- Research, Experiments and related activities to solve design problems
- Unit tests of knowledge and skills
- Classwork activities – vocabulary skills, quizzes, questions and answers, cloze passages, etc as practice in comprehension and writing.

The RoSA grade will be based on **Assessment Tasks and course descriptors**.

### **What will students need to supply?**

- Design Folio (display holder) and extra sleeves; class A4 workbook
- A USB (minimum 16 GB) to transport and backup files from laptop.
- A workbook (198 pages)
- Materials for projects - will be requested on an information sheet each term for students to supply.
- Safe footwear – black leather school shoes to comply with WHS
- Pens, pencils, glue, ruler, eraser, small scissors

### **Other Costs involved in this course?**

Students design projects will involve the purchase of various materials. The costs can vary according to students' choices e.g. \$15.00 - \$30.00. Excursions arranged will involve additional costs.



# **Drama**

**Course Fee: \$10.00**

## **What will drama teach me?**

Students will learn to:

- Develop confidence
- Explore new situations and experiences
- Improvise with the elements of drama
- Create self-devised and scripted pieces
- Develop new ideas and explore issues
- View and critique a range of theatrical performances

Through participation in group and individual work, students will develop skills that will boost self-confidence and awareness, through a range of learning experiences.

Students will be encouraged to work collaboratively to develop skills in areas such as:

- Creative Thinking
- Improvisation
- Theatre Sports
- Playbuilding
- Stagecraft
- Production
- Vocal Skills
- Movement

## **How is Drama assessed?**

- A logbook for the duration of the course
- Participation in workshop activities
- Examinations on various styles and theories of theatre

# Food Technology

**Course Fee: 1\$55.00 per year** for ingredients and consumables.  
This fee covers the cost of ingredients and materials used.

**Course Description:** Food Technology is a must for those **enthusiastic kitchen whizzes** that enjoy **concocting culinary delights** to eat or aspire to be a "Master Chef" participants. Perhaps those who want the foundations to pursue an extensive range of career options eg a hospitality worker, food technologist or environmental officer or others.

The role of food in every individual's health, culture, leisure pursuits and lifestyle are investigated. At the same time this practical course investigates the use of diverse native, traditional and multicultural ingredients, skills, techniques, methods, science and technology in preparing and presenting food for home, restaurants and industrial food production situations.

## **What will I be learning in Food Technology?**

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

Students learn about food through the following focus areas developed into units of work. A selection from the following units will be included in the course:

- **Food in Australia** - native, historical and multicultural influences on the Aussie Cuisine
- **Food Equity** - *Feast or famine* – food related health issues in countries around the world, including indigenous Australians
- **Food Product Development** - *Food Designer* – designing and marketing food products.
- **Food Selection and Health** – *You are what you Eat* – health , food choices and nutrition
- **Food Service and Catering** - *Feast Makers* – investigating the hospitality industry
- **Food for Specific Needs** – *Made for You* – health needs of different people.
- **Food for Special Occasions** - *Feast Makers* – investigating the hospitality industry
- **Food Trends** – Food Fads - what is new in food, myth busting food taboos and fads and their effects of health

A variety of student-based learning strategies are used in kitchen and commercial kitchen with renewed equipment and facilities. In each unit students will be researching food issues through practical hands on applications and using the processes of design, researching, making and managing and evaluating as required by the variety of design projects.

Some excursions are arranged to illustrate restaurant management and catering for functions, as supported by student attendance.

**Further your skills in creativity, collaboration, critical thinking and communication in Food Technology.**

## **Food Technology .....continued**

### **What will students need to provide?**

- A USB
- Safe footwear – black leather school shoes to comply with WHS
- A workbook (198 pages) to support laptop work
- Equipment for practical work: 1 tea towel; 1 dishcloth; food container; 1 pot holder or oven mitt; table setting linen; plastic bag.
- Display book and additional sleeves for Design Briefs and assignments
- Pens, pencils, ruler, coloured pencils, glue, eraser, small scissors

### **How will students be assessed?**

In each unit a combination of the following items will be used to assess student outcomes:

- Practical Food Skills.
- Assignments that may be reports, interviews, recipe designs, etc
- Unit test to quiz what you know
- Class Activities, Bookwork and ICT tasks – DVD reviews, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing.

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.

# **Geography – Elective**

## **Course Fee: Nil**

This is a new course that provides students with a broader understanding of people, environments and geographical issues.

## **This course:**

- Contributes to the RoSA.
- Is assessed and examined within the school.
- Does not have an external exam.
- Is free.
- Is real – it discusses people and events around us.

## **Course Outline**

In Years 9 and 10, the topics covered will be:

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
- Political Geography
- Australia's Neighbours

## **What do you need for Geography?**

- A 198 page exercise book (This has to be separate from the Mandatory Geography course exercise book).
- Coloured pencils, glue stick, scissors and normal stationery.

# **History - Elective**

## **Course Fee: Nil**

Australian History is a compulsory course in Years 9 and 10, but this doesn't mean that you have to lose interest in the other fascinating occurrences throughout the past 3000 years.

Look at History through the eyes of a Crime Scene Investigator and learn more about the gruesome Jack the Ripper, or examine the clues about the heroics of King Arthur (is he real or myth), maybe even see how the evidence doesn't lie when you look at the mystery of who killed JFK, then elective History is for you.

## **Course Outline**

- . Topic 1 - Constructing History
- . Topic 2 - Ancient, Medieval and Early Modern Societies
- . Topic 3 - Thematic Studies

## **Topics**

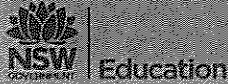
- Jack the Ripper
- The assassination of JFK
- Heroes and Villains
- Crime and Punishment
- Myths and Legends
- Film as history
- History and the Media
- Archaeology of the Ancient World
- War and Peace

## **How will students be assessed?**

A combination of class tests, assignments and formal assessment tasks will be used to determine a student's RoSA grade.

## **What will you need?**

- 198 page A4 exercise book
- Pens and Pencils
- Ruler

Public Schools NSW, Ultimo Registered Training Organisation 90072 VOCATIONAL EDUCATION and TRAINING <b>2020 HOSPITALITY COURSE DESCRIPTION STAGE 5</b> This may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.	
	
<b>Course: Hospitality</b> (100 indicative hours)	<b>Board Endorsed Course</b>
This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational training.	
<b>SIT10216 Certificate I in Hospitality</b> <b>Based on Tourism, Travel and Hospitality Training Package</b> <b>Version 1.2</b> <b>(SIT v1.2)</b>  <b>Units of Competency</b> <b>Core</b> SITXWHS001 Participate in safe work practices SITXCCS001 Provide customer information and assistance BSBWOR203 Work effectively with others	<b>Electives</b> SITXFSA001 Use hygienic practices for food safety SITHCCC002 Prepare and present simple dishes SITHCCC003 Prepare and present sandwiches SITHFAB005 Prepare and serve espresso coffee
<b>Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.</b>	
<b>Recommended Entry Requirements</b> Students selecting this course should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.	
<b>Pathways to Further Study</b> As part of the HSC, students may complete SIT20316 Certificate II in Hospitality or SIT20416 Certificate II in Kitchen Operations. School-based traineeships are also available in this field.	
<b>Project and work-based learning</b> This course is based on project based learning where the students are involved in a number of projects, functions and activities around the school or during out of class hours. These could include group project work, individual research or other activities.	
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.	
<b>Appeals and Complaints</b> Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.	
<b>Course Costs: Consumables – Ingredients \$70</b> <b>Refund Arrangements on a pro-rata basis</b>	<b>Other: Food and Beverage Uniform below</b> <b>Please see your VET teacher to enquire about financial assistance</b>
<b>Requirements provided by students</b> - black safe shoes - food attendant uniform (black long pants, black polo, black socks, black lap apron) available on order through school - \$78.00 - Workbook, writing equipment and USB.	
<b>Exclusions - Nil</b> VET course exclusions for this course can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/hospitality">http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/hospitality</a>	

# **Industrial Technology - Engineering**

**Course Fee: \$55.00 per year** To provide for some consumable materials for classroom

**Course Description:** Students will investigate current and emerging technologies in all situations and discover how they work. This will involve the interrelationship of technologies, equipment and materials used in a variety of settings. Students' will develop skills through project-based learning in the design, planning, management and production of practical projects which dominate course time. Students will have opportunities to take responsibility for their own learning through a range of student-centred learning experiences for individual design interests. The design and production of practical projects will use a range of technologies.

Work Health and Safety (WHS) matters and related work environments will feature, while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies.

**Further your skills in creativity, collaboration, critical thinking and communication in Industrial Technology Engineering.**

## **What will I learn in Engineering?**

- Use engineering principles and processes to design experiment and construct simple structures for specific purposes.
- Research and experiment with the properties, structure, behaviour and applications of a variety of materials – hardness, ductility, tensile and compressive strength – used in engineered structures.
- Use forces and mechanisms to make products function.
- Sketch ideas, preparing drawings and write reports on experiments and processes in the production of practical projects using specialist terminology.
- Safe use and care of tools and equipment and WH&S in the workshop.
- Skills in the use of a range of equipment, tools and machines used in experiments, prototypes and products.
- Identify career pathways in engineering.

## **What sorts of projects will I be making in I.T. Engineering?**

Three possible projects may be selected from the following according to class interest:

- small structures – bridge, building furniture, working scale models
- small vehicles – bicycles
- a range of devices and appliances
- forces and motion – rube Goldberg machine, mouse trap cars
- robotics projects – Lego robotics
- electronic and mechanical control systems – radio-controlled vehicles, computer-controlled environments (Lego)
- aeronautical projects – rockets, planes, drones.

## Industrial Technology - Engineering ... continued

### What do I need for I.T. Engineering?

You will need the following materials or equipment:

- A4 display folder and 160-page exercise book
- USB
- **Safe footwear** - black leather school shoes (to comply with WH&S)
- Hairnet, if your hair is long for some projects. To be used when working with a machine
- Scissors, glue stick, pens, pencils, rule, coloured pencils, etc.
- 

### How will students be assessed?

In each unit a combination of the following items will be used to assess student outcomes:

- Practical Skills in designing, testing, making models.
- Assignment to research ideas and plan projects
- Unit test to quiz what you know
- Class Activities, Bookwork and laptop tasks – DVD reviews, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing.

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.



## **Industrial Technology - Metal**

**Course Fee: \$55.00 per year** To provide for some materials and consumables use in projects

**Course Description:** This will involve using metal fabrication related technologies, equipment and materials to design and construct a variety of practical projects. Skills will be developed through project-based learning in the design, planning, management and production of practical projects which predominate the course time. Students will have opportunities to have responsibility for their own learning through a range of student-centred learning experiences. Work Health and Safety (WHS) matters and related work environments will feature, while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. Students will investigate current and emerging technologies in all situations in this area.

**Further your skills in creativity, collaboration, critical thinking and communication in Industrial Technology Metal.**

### **What will I learn in I.T. Metal?**

You will learn to:

- Recognise and correctly use hand tools, power tools and equipment
- Read and interpret workshop drawings, produce sketches to communicate ideas
- Use metal and metal products
- Cut and shape materials and join metal appropriately
- Apply finishes and work safely in a workshop environment
- Enjoy learning whilst working with others
- Work safely

### **What sorts of projects will I be making in I.T. Metal?**

A selection of two of the following projects will be produced according to class interest:

- Tool Box
- Household street number
- Can crusher
- Selection of tools for the toolbox eg: Centre punch
- BBQ and BBQ tools
- 'F' clamps
- Pinion puller

These projects explore many areas of cutting and shaping such as machining, fabricating, threads, joining techniques, etc. During this project you will gain further knowledge of the design process.

Each of these projects will be used to demonstrate techniques or methods used when working with metal. So, whilst learning, you are building a project which can also be used

### **What do I need for I.T. Metal?**

You will need the following materials or equipment:

- A4 display folder and 160-page exercise book
- USB
- **Safe Footwear** - Black leather school shoes (to comply with WH&S)
- Hairnet, if your hair is long. To be used when working with a machine
- Scissors, glue stick, pens, pencils, rule, coloured pencils, etc.

## Industrial Technology – Metal ..... continued

### How will students be assessed?

In each unit a combination of the following items will be used to assess student outcomes:

- Practical Skills.
- Assignment
- Unit test
- Class Activities, Bookwork and ICT tasks – DVD reviews, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.

# Industrial Technology - Timber

**Course Fee: \$55.00 per year** To provide for some materials and consumables use in projects

**Course Description:** This course will involve using Timber related technologies, equipment and materials to design and construct a variety of practical projects. Skills will be developed through project-based learning in the design, planning, management and production of practical projects which are the primary use of course time. Students will have opportunities to have responsibility for their own learning through a range of student-centred learning experiences. Work Health and Safety (WHS) matters and related work environments will feature, while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies.

Students will investigate current and emerging technologies in all situations in this area.

**Further your skills in creativity, collaboration, critical thinking and communication in Industrial Technology Timber.**

## **What will I learn in I.T. Timber?**

You will learn to:

- Recognise and correctly use hand tools, power tools and equipment
- Read and interpret workshop drawings and produce sketches to communicate ideas
- Use timber and timber products, cut and shape materials, join timber appropriately and apply finishes
- Work safely in a workshop environment and enjoy learning whilst working with others

## **What sorts of projects will I be making in I.T. Timber?**

A selection of two of the following projects will be produced depending on the class interest

- Small cabinet - This project introduces the basic woodwork process e.g.
- Toolbox - This project introduces the basic woodwork process.
- Coffee Table - This project explores further design aspects as well as numerous construction techniques.
- Lolly Dispenser - This project explores all aspects of design and construction.
- Folding stool - This project explores all aspects of design and construction.
- Lathe turned project - This project explores all aspects of using a woodworking Lathe and turn a simple project – pen casing.

Each of these projects will be used to demonstrate techniques or methods used when working with timber. So, whilst learning, you are building a project which can also be put to real use.

## **What do I need for I.T. Timber?**

You will need the following materials or equipment:

- A4 display folder and 160-page exercise book
- USB
- Blank and lined paper as well as extra plastic pockets for the folder
- **Safe footwear** - black leather school shoes (to comply with WH&S)
- Hairnet, if your hair is long. To be used when working with a machine
- Scissors, glue stick, pens, pencils, ruler, coloured pencils, eraser, small scissors

## **Industrial Technology - Timber ..... continued**

### **How will students be assessed?**

In each unit a combination of the following items will be used to assess student outcomes:

- Practical Skills.
- Research Assignment
- Unit test
- Class Activities, Bookwork and laptop tasks – DVD reviews, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing.
- Design Portfolios

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.

# **Information Software Technology**

**Course Fee: \$20.00 per year**

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

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

**Further your skills in creativity, collaboration, critical thinking and communication in Information Software Technology.**

## **What will I learn in IST?**

A basic core of study will place emphasis on practical activities that allow students to investigate and gain knowledge and skills in a range of interest areas at some depth in the following option topics:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems.
- 

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

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

## **What sort of things will I be doing in I.S.T?**

- Create your own internet home page for a specific purpose.
- Digital media – flash animations – Adobe Flash CS5, Photoshop, Bridge.
- Create a gaming app.
- Database design using excel and linked to other software functions.
- Create your own desktop publishing using IN DESIGN to create professional brochure, magazines and fireworks.
- Design multimedia presentations with video, sound and animations
- Use Lego EVA 2 kits to build and program a robot to perform specific tasks.
- Plan a networked working space for a client's needs.
- Use a range of computer equipment safely in a classroom environment
- Describe and understand how computers work for trouble shooting
- Use the internet effectively for research

## Information Software Technology ..... continued

This course is a good introduction to Senior Computing courses as well as equipping you with all the basic skills to manage your home computer, dabbling in computer game design or even produce a portfolio or resume for a job application.

### **What do I need for IST?**

You will need the following materials or equipment:

- A4 display folder and 128-page exercise book
- Scissors, glue stick, pens, pencils (coloured), rule
- USB Key (8GB minimum)
- SAFE footwear – leather school shoes to comply with WHS

### **How will students be assessed?**

Students will have a variety of assessment tasks:

- Practical design challenges using practical skills and problem solving and a production portfolio to show ideas, research, process and evaluation for your own or a team's solution.
- Unit tests to quiz your knowledge and skills.
- Class Activities, Bookwork and laptop tasks – DVD reviews, quizzes, questions and answers, cloze passages, vocabulary tasks, etc as practice in comprehension and writing.

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.

# International Studies

**Course Fee:** Nil

International Studies is a 100 hour Board Endorsed Course.

International Studies is a very interesting and engaging course that gives students the chance to explore many different aspects of culture and in doing so, to understand the importance of culture in their own lives; to better appreciate cultural diversity and to consider different cultures from many different perspectives.

The focus of International Studies is to look at the values of respect, responsibility, cooperation, care, fairness and democracy and to explore how these values operate in different cultures.

Students will undertake one Core Study and up to three optional units.

Core Study	Options
<ul style="list-style-type: none"><li>• Understanding Culture and Diversity in Today's World</li></ul>	<ul style="list-style-type: none"><li>• Culture and Beliefs</li><li>• Culture and Gender Differences</li><li>• Culture and the Media</li><li>• Culture and Travel</li><li>• Culture and Food</li><li>• School Developed Option</li></ul>

International Studies provides an excellent foundation for students interested in studying Society and Culture for the HSC.

## **What do you need for International Studies?**

- A 198 page A4 exercise book
- Coloured pencils, glue stick and scissors in addition to regular stationary items

# **Music**

**Course Fee: \$35.00 per year**

## **Course Description**

The Elective Music course is a 100 hour course. Students study a total of three topics as listed in the course syllabus with Australian Music being a compulsory topic. A wide range of music across several styles and historical periods will be used as lesson content. Modern music may be included, but topic work and student and teacher interests will determine the program of learning.

## **What will students learn about?**

Music fosters interest and enjoyment in the creating, listening, performing and studying of Music. Music builds understanding of the body (coordination and creativity), history, performance and enjoyment.

Over time students' knowledge of Music will become increasingly complex, and their performance anxiety will be relieved through technique and practice. This subject encourages students to become interested in a variety of genres and accepting of new experiences through performance, listening and composition.

## **What will students learn to do?**

Students choose either guitar or keyboard as a main performance instrument. Opportunity will be given to feature individual singers and prepare for public performances. All students are required to participate in group singing and basic keyboard skills. Activities include written work in music theory, composition and aural skills.

In each topic study there are three strands of learning activities:

- Performance
- Composition
- Listening

Students choosing this course should have demonstrated an interested approach to learning Music in Years 7 and 8, effective group learning behaviours and willingness to develop skills and follow instructions in a musical setting.

Be aware that students choosing this course must be willing to participate in school performances for which musical pieces are prepared during class time.



# **Outdoor Education**

**Course Fee: \$200.00 per year**

**(This cost includes all excursions, including two camps, a trip to Treetops, Bradbury pools and the Basin)**

## **Course Description**

This course has been designed to challenge students in a variety of outdoor adventure, group work and personalised learning experiences. It provides scope for activities like initiative games, hiking, canoeing, camping, surfing, bike riding and associated skills like wilderness survival, planning for outdoor adventure, navigation, first aid and cooking with open fire. The assessment for this course is based on students' ability to take on new skills and to work collaboratively. Students will also be given considerable freedom to define their own assessment topic based on their personal interests.

## **Students will learn about**

### **Adventure Activities**

- Students engage in a range of outdoor adventure activities including but not limited to bush walking, canoeing/kayaking, swimming, surfing, orienteering.

### **Adventure Skills**

- Students learn about a range of outdoor adventure activities, develop the skills required to participate in those activities and learning how to participate in them safely.

### **Group work and leadership in Outdoor Education**

- Students will develop a high level of group working skills, leadership styles, how to effectively contribute to a group and understanding group dynamics.

### **Perspectives in Outdoor Education**

- Students will develop an appreciation for nature and explore a range of social, cultural and economic perspectives of the natural world.

At the completion of this course students will have significantly enhanced their ability to be self-sufficient and resilient individuals who take charge of their world and their own learning.

## **Students will need**

- A journal (the parameters for this book will be discussed in the first lesson).
- A moderate level of fitness
- Access to a sleeping bag
- A willingness to challenge themselves

# **Photographic and Digital Media**

**Course Fee: \$55.00 per year**

**(This fee assists in providing film, paper, chemicals, printing and CD production)**

## **Course Description**

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, knowledge and technological procedures.

The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that surround them from design, television, film, video, internet, mass media and multimedia. The development of students' intellectual, artistic and practical autonomy, critical judgement and reflective actions will be developed. In this subject students will explore reality, illusion and virtual worlds through the investigation of emergent technologies.

## **What will students learn about?**

New technologies have changed the possibilities of production of artworks and the role of the artist. In this subject students explore photographic and digital technologies as tools for the creation of artworks. Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary world. The evolution of digital technologies, in particular, has altered the nature of photographic practice and has created new practice with many variables. This provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20<sup>th</sup> century and into the 21<sup>st</sup> century. Tasks set for students within the subject are intended to reflect what we see being used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics who provide real-world models for learning and make available career options to students.

## **What will students learn to do?**

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works through making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the art-world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

## **Photographic and Digital Media - continued**

### **Students will learn to:**

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts
- express themselves creatively while exploring the artistic, cultural and intellectual work of others
- understand and apply a variety of techniques to solve problems
- understand numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology

### **Course Requirements**

Students are required to:

- Produce a Photographic and Digital Media Portfolio
- Maintain a Photographic and Digital Media Portfolio
- Participate in Historical and Critical Studies of Photography and Digital Media

# Physical Activity and Sports Studies (P.A.S.S)

**Course Fee:** Nil

## **Course Description**

The Elective Physical Activity and Sports Studies course enables students to build upon the knowledge and understanding students develop in the 7-10 PDHPE course with a primary focus on learning through experience and movement. The course aims to enhance students' capacity to participate effectively in physical activity and sport to improve the quality of life for themselves and others.

## **What will students learn about:**

The course consists of a range of units covering theoretical and practical components.

The 100 hour course will be made up of topics selected from the following topics:

### Foundations of Physical activity

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

### Physical activity and sport in society

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

### Enhancing Participation and Performance

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

## **Possible Excursions**

Aqua Golf/Putt Putt  
Camp/Hike/Canoe  
Primary Schools  
Coaching/Gala Day  
Disability Athletics Day  
Gym or recreation facilities

## **Course Requirements**

PE/Sports uniform and appropriate footwear  
180 page A4 exercise book  
Pen

## **Spanish**

**Course Fee: \$40.00 per year (On-line Course – Education Perfect)**

### **Students will learn about:**

The Spanish language and culture. Spanish is the language of Spain and Latin America. As one of the major international languages of the world, it is not only the official language of twenty one countries, but also the second of the five official languages of the United Nations.

Approximately 500 million people speak Spanish as their first language, which is the second most spoken language in the world. For the 'price' of one language you get 21 different cultures and histories – excellent value for 'studying'. Spanish is spoken on the Eastern side of the Pacific Ocean. In this century, Spanish will become more and more important in the sun-belt states of the United States of America (from Florida in the east to California in the west and Texas in the middle). In Australia, Spanish is a sought after language e.g. QANTAS has air routes to South America and requires Australians who have studied the language. There are approximately one hundred thousand people who speak Spanish in Australia.

### **Students will learn to:**

Acquire and develop practical skills in:

- Listening
- Speaking
- Reading **and**
- Writing

At the same time give each elective student the opportunity to experience the personal satisfaction and enjoyment which can be gained through the learning of Spanish.

Furthermore, to promote in students the understanding of the culture and societies to which the Spanish language provides access.

Finally, but not least, to increase the student's understanding of the functioning of their own language (English) through the study of another language.

At Leumeah, in order to make Spanish more accessible and meaningful, and allow students opportunities to hear as much authentic Spanish as possible, they will watch and participate in special events (e.g. excursions and Spanish/Hispanic cultural festivals) and taste the foods from some of the twenty one Spanish speaking countries around the world.

### **Students will need:**

- An A4 200 page exercise book
- A4 folder
- USB

# **Textile Technology**

**Course Fee: \$20.00 per year**

To provide for classroom consumable materials

**Course Description:** The Textiles and Design course will be a great benefit to anyone who is interested in learning to design fashion and then make it. It also includes making specialised craft projects and completing interior design with flare. This is primarily a practical project-based course. You will also learn about different fibres, yarns and fabrics and become able to check product qualities and the suitability of materials for a variety of uses as well as the projects your making.

Students investigate why we wear specific clothing and how fashion styles have repeated themselves throughout history. You will learn how to be a successful consumer of all textiles products and develop skills for creative crafts for leisure time activities or a booming small business.

Students will investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The influence of technology in the field of textiles is highlighted by studying the development of new textiles, the manufacture of fibres, yarns and fabrics, and decorative finishing effects such as dyeing and printing.

The construction of textiles (clothing, household line etc.) in industry also involves technological advancement. These all affect our daily lives in the availability of a range of products and improved usage and care products. The units of work also emphasise the conservation of our environment by using sustainable resources.

**Further your skills in creativity, collaboration, critical thinking and communication in Textiles Technology.**

## **What will you learn in Textile Technology?**

Practical project work forms the basis of all units of work. Units can be designed from the following focus areas:

- Clothing and fashion design
- Furnishings for the home, retail, business etc as part of interior design
- Costumes – fancy dress, stage and movie production and themed parties
- Textile Arts - embroidery, felting, dyeing, beading etc in a variety of uses

In conjunction with the focus areas the core areas of Textile Technologies will be studied. These are:

- Design – elements, principles, sketching techniques and design briefs
- Properties and performance of Textiles – selecting the most suitable materials
- Textiles and Society – changing fashions, cultural features, wise consumer practices

## Textile Technology ..... continued

Textiles and design lessons involve practical **student-based learning** – design briefs, experiments, surveys, literature, research, debates, role play, videos, excursions, discussions and problem solving. **Computers** are employed to compile databases, reports, sketches, etc where possible and to undertake research. Students will document project work in a variety of ways e.g. portfolio, diary journal, workbook etc.

### Other costs:

Each project that students design and make will require the purchase of fabrics, thread, patterns, etc. Costs will vary according to student choices e.g. \$20.00-\$50.00. There will be three projects – two small scale and one large.

### What will you need?

- 16KB USB
- Basic sewing equipment – sewing needles, pins, seam unpick,
- Project Materials - Patterns, fabric and notions (e.g. thread, zippers). Requirements for the projects will be explained by your class teacher and an information notice will be provided. Students need to consider these costs as part of designing and planning, which could be up to \$20.00 - \$30.00 for each project depending on choice.
- Books – workbook (a 128-page exercise book)
- Skills folder (A4 display folder and plastic files or display)
- Safe footwear – black leather school shoes to comply with WHS
- Pens, pencils, glue, ruler, eraser, small scissors

### How will you be assessed?

All units feature a task which may include :

- Practical Project – the item you construct or design and make.
- Design Portfolio supporting the process of creating your project with an inspiration page, research, process steps, material investigation, use and care label and evaluation
- Research Assignment – focusing on a fashion designer, new technology or marketing a product
- Unit test to quiz what you know
- Class Activities – DVD reviews, quizzes, display posters as practice in comprehension and writing.

The RoSA grade result will be based on **Assessment Tasks and course descriptors**.

# **Visual Arts**

**Subject Charge: \$35.00 per year**

## **Course Description**

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in art-making and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

## **What will students learn about?**

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures. Our current society is a visual world with many kinds of knowledge shared through imagery and visual codes with student's gaining knowledge in this way. Visual Arts empowers students to engage in visual forms of communication, learning to interpret and organise information.

Over time students' knowledge of the visual arts will become increasingly complex, more reflective and authoritative. This subject encourages students to become informed, interested and active citizens as participants in, and consumers of contemporary culture. It encourages the creative and confident use of technologies including traditional and contemporary art-forms and Information and Communication Technologies and digital media.

## **What will students learn to do?**

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choice and judgements. They learn to record procedures and activities about their art-making practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in art-making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art-world between the artist – artwork – world – audience to make and study artworks.



## **Visual Arts - continued**

### **Students will learn to:**

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts
- express themselves creatively while exploring the artistic, cultural and intellectual work of others
- understand and apply a variety of techniques to solve problems
- understand numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology

### **Course Requirements**

Students are required to:

- produce a Body of Work
- maintain a Visual Arts diary
- participate in Historical and Critical studies of Visual Art

# **Visual Design**

**Subject Charge: \$40.00 per year**

## **Course Description**

Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of visual design as a constantly changing field of artistic practice, knowledge, material and appearances. Much of a student's knowledge of the world and concepts of identity come from the visual design objects that surrounds them.

Visual Design places great importance on the development of students' intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of visual design in making critical and historical interpretations of artworks. This subject offers students a broad range of opportunities to develop particular and personal interests and to be independent life-long learners.

## **What will students learn about?**

Artistic practices that incorporate visual design play an important part in the contemporary world. Practice within this subject is intended to reflect what we see being used in the contemporary world by designers. These practices, including collaborative and sustainable design practices, provide real-world models for learning and may establish career options available to students: web designers, architects, commercial and industrial designers, graphic designers, fashion and textile designers and advertising.

Visual Design provides insights into cultural practice and visual design artworks of the past through investigations of the ways this field has adapted and evolved from the 19<sup>th</sup> century into the 21<sup>st</sup> century. These investigations lead to a more complex understanding of contemporary visual design. The evolution of digital technologies has altered the nature of visual design and has created new visual design practices.

## **What will students learn to do?**

Students learn to make visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making critical and historical studies. They also learn to interpret and explain the function of and relationships in the art-world between the artist/designer – artwork – world – audience to make and study visual design artworks.

## Visual Design - continued

### Students will learn to:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- understand and appreciate social, cultural, geographical and historical contexts
- express themselves creatively while exploring the artistic, cultural and intellectual work of others
- understand and apply a variety of techniques to solve problems
- understand numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology

### Course Requirements

Students are required:

- produce a folio of work
- maintain a Visual Design journal
- participate in Historical and Critical studies of Visual Design



## Year 10 2019 Elective Subject Selection Form

**REMEMBER - you may only study 2 Industrial Technology courses across Years 9 and 10**

Choices will be made electronically on line for electives studied in 2020. These selections can be made at home and where needed at school. Students will be given a personalised letter with an individual student identification and password. The letter will contain all instructions needed to go online and fill out your elective choices. When you fill in your choices electronically, use the option to print out the form. This form needs to be signed by the student and a parent/ carer

Fill in this form to remind you of the subjects you picked. You may be required to hand a copy of signed form to Mr Glasgow.

For all enquiries please see Mr Fryer.

Name : \_\_\_\_\_  
(Please write clearly)

Year 9 2020 Elective 1 \_\_\_\_\_

Year 9 2020 Elective 2 \_\_\_\_\_

Year 10 2021 1<sup>st</sup> Choice : \_\_\_\_\_

Year 10 2021 2<sup>nd</sup> Choice : \_\_\_\_\_

Year 10 2021 3<sup>rd</sup> Choice : \_\_\_\_\_

Student signature: \_\_\_\_\_ Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

***While we will try our best to give you your first preference we cannot guarantee this, as numbers are limited and classes need to have a substantial number of students to run.***

## ***Elective Subjects***

Aboriginal Studies

Agricultural Technology

Childhood Studies

Commerce

Dance

Design and Technology

Drama

Food Technology

Geography

History

Hospitality (**Vocational Education and Training**)

Industrial Technology - Engineering

Industrial Technology - Metal

Industrial Technology - Timber

Information Software Technology

International Studies

Music

Outdoor Education

Photographic and Digital Media

Physical Activity and Sports Studies

Spanish

Textile Technology

Visual Arts

Visual Design

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