ALL SAINTS' COLLEGE

Maitland

Stage 5
Elective Handbook

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Introduction

All Saints' College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage Five component of their secondary education.

Core Subjects

- *Religious Studies*
- *English*
- *Mathematics*
- *Science*
- *Geography*
- *History*
- *Personal Development, Health and Physical Education*

Elective Subjects

- *Aboriginal Studies*
- *Commerce*
- *Computing Technology*
- *Dance*
- *Drama*
- *Food Technology*
- *Graphics Technology*
- *History Elective*
- *Industrial Technology - Engineering*
- *Industrial Technology – Timber*
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- *Languages*
- *Music*
- *Photographic & Digital Media*
- *Physical Activity & Sport Studies*
- *Visual Arts*
- *Visual Design*
- *Textiles Technology*

Each elective course offered is a 200 hour course which is completed across Stage Five (Years 9 and 10). **Students are not able to change electives through the course of Stage Five** as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Sharon Hibbert
Assistant Principal - Learning

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) has developed a set of General Performance Descriptors that describe five levels of achievement, A – E for all core and elective subjects. The table below gives a general indication of how these levels help to assess student performance.

	GENERAL PERFORMANCE DESCRIPTORS
A	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	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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 each subject, a set of specific Course Descriptors has been developed based on the General Descriptors. Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. The information will assist the school in making the final judgement of the grade to award students at the end of Year 10.

Credentials Issued by NESA.

RoSA is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

The Process of Selection

1. Elective Handbook

In this handbook there are brief details for every elective course offered in Years 9 and 10. Read and discuss (with your Parent/Carer) the courses outlined in this book.

2. Subject Choice Form

Elective choices will be submitted online. The arrangement of subjects is organised from the information you provide. All attempts will be made to try to satisfy student choices but this is not always possible. There are four areas for subject selection.
All effort will be made to fulfil the first two preferences, but your third and fourth choices must be viable options in case of clashes or if a subject does not achieve the minimum number of students, so cannot take place.

a) The interests and ability of the student

Not every student is suited to every subject. Some students may have found that they are keen to choose a particular course because they have special talents e.g. manual skills or musical skills. Students should choose the subjects that they are most interested in.

b) Career Choice

It is unlikely at this stage that students will be clear in their career choices or indeed that they know their true potential. Some subjects may be more suited to a possible future career than others. However no course studied up to Year 10 will prevent students from proceeding to senior studies.

c*) Range of Subjects*

When selecting subjects it is good to keep in mind the range of experiences which different courses give. Students should think carefully about their interests and ability when making decisions about subject choices.

d) Further Advice in Selecting Subjects

- There is no guarantee that those teachers teaching the course this year will be teaching the same course next year.
- Do not select on the basis of current friends. Many friendships do not continue indefinitely.
- Parents – please do not base your advice on what the subject was like when you were at school.
- All courses are operating from current NESA Syllabuses.
- All subjects require effort and concentration – there are no soft options.
- Take time to ask teachers, Leaders of Learning and the careers adviser for assistance. They are only too willing to help students and parents.
- Students ideally should study the subjects they enjoy, or are good at, rather than those which they feel would benefit their future career.

Human Society and its Environment

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Aboriginal Studies

Key Learning Area ***Human Society and its Environment***

Aims

The Aboriginal Studies course provides students with the opportunity to develop knowledge and understanding of Aboriginal Peoples, histories, and cultures. This course is designed to be inclusive of all students in schools and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Aboriginal students are empowered through the exploration and celebration of their cultural and social heritage, continuity, and resilience. Cultural affirmation through the study of their local community and Aboriginal cultural diversity can contribute to personal and cultural wellbeing.

Non-Aboriginal students are provided with opportunities to recognise and respect the knowledges and practices of Aboriginal Peoples as the most sustained globally. The study of Aboriginal identity and lived experiences of Aboriginal Peoples benefits non-Aboriginal students by providing deeper insights that can enable more respectful and reciprocal engagement with Aboriginal Peoples and communities. Students develop ethical research skills and empathetic understandings that are of value to students' personal, social, cultural, academic, and professional development. In these ways, students can active and informed advocates for a just and inclusive world.

Content

The content for the course across the two years will include the following core topic areas:

- Topic 1: Aboriginal Identities
- Topic 2: Aboriginal Self- Determination and Autonomy

From the core topic areas, several options will be studied. These could include:

- Aboriginal Peoples and Visual Arts
- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and Sport
- Aboriginal Peoples and Media
- Aboriginal Peoples and the Performing Arts
- School Developed Topic (Languages)

Assessment & Homework Information

Students will be assessed with both formative and summative tasks. Different assessment types will be used such as:

- Writing tasks
- ICT activities
- Research assignments
- Source based tasks
- Project creation

Homework and assignments will be distributed as required in addition to any further research into areas of interest students may undertake.

Special Requirements

As part of the program for Aboriginal Studies, a fee is charged in the interest of promoting the most enhanced program for students. This fee contributes to the following activities:

- Maintenance/purchase of new resources.
- Local fieldwork activities such as visits to local art galleries and museums

Please Note: An additional payment of **$50.00** may be required. This cost will cover entry into venues such as exhibitions, and workshops specific to the course. Excursion details cannot be determined this far out and could potentially be an additional **$50.00**.

Commerce

Key Learning Area ***Human Society and its Environment***

Aims

The aim of Commerce is to enable young people to develop knowledge, understanding, skills and values that help to form the framework for making sound decisions about consumer, financial, legal, political, business and employment issues. Through the study of Commerce, students develop the ability to research information, apply problem-solving strategies and evaluate options to make informed and responsible decisions as individuals and as part of the community. Student learning in Commerce will promote critical thinking and be given the opportunity to participate actively in the community.

Content

The content for the course across the two years will include the following core topic areas:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

In these topics students learn about their rights as consumers and making responsible spending and borrowing decisions. They will also develop an understanding of their legal rights, how laws affect them as individuals and how laws regulate society. Commercial and legal aspects relating to employment issues and the rights and responsibilities of individuals at work are investigated as well.

In addition, several topic ***options*** will be selected from the following:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence

Furthermore, students may be afforded the opportunity to engage in a mock mediation competition. This is run by the Law Society of New South Wales and is a natural precursor to the Mock Trial in senior years.

Assessment & Homework Information

Assessment will be based on a variety of methods which will indicate whether or not students have met the outcomes. The tasks will be selected from:

- Writing tasks
- ICT activities
- Topic tests
- Research assignments
- Source based tasks
- Prototype creation

Homework and assignments will be assigned as required in addition to any further research into areas of interest students may undertake. Students are encouraged to use various forms of the media (news and current affairs programmes, newspapers, the internet) to further their knowledge and understanding of the subject and related issues

Special Requirements

As part of the program for Commerce, a fee is charged in the interest of promoting the most enhanced program for students. This fee contributes to the following activities:

- Running a Business and Promoting & Marketing topics
- Maintenance/purchase of new resources.
- Local fieldwork activities such as visits to the CBD and local courthouses.
  Please Note: It is intended that in Stage 5, a full day excursion to the Downing Centre Court and State Government House in Sydney, will occur. This will further expand students' exposure and understanding of the subject. The costs involved in conducting this excursion are in addition to the course fee. The base rate for this excursion will be approximately**$70.00**

History Elective

Key Learning Area	***Human Society and its Environment***
Aims	The History Elective Course is an opportunity for students to gain knowledge and understanding of a range of Historical periods; to develop the skills required to be successful at both Modern History and Ancient History in their HSC and to further their enthusiasm for History. Also, the course provides opportunities for students to explore human actions and achievements in a range of historical contexts. The History Elective Course is designed to be student led and gives students choice in the units studied. The History Elective course develops students critical thinking skills, evokes empathetical understanding and encourage them to become global citizens. **Note:** This course **does not** replace mandatory HSIE. Students will still complete the Year 9 and 10 History and Geography courses. History Elective is an additional course.
Content	Students will be assessed with both formative and summative tasks. Different assessment types will be used such as: ▪ Writing tasks ▪ ICT activities ▪ Research assignments ▪ Source based tasks ▪ Project creation Homework and assignments will be assigned as required in addition to any further research into areas of interest students may undertake.
Assessment & Homework Information	Students will be assessed with both formative and summative tasks. Different assessment types will be used such as: ▪ Writing tasks ▪ ICT activities ▪ Research assignments ▪ Source based tasks ▪ Project creation Homework and assignments will be assigned as required in addition to any further research into areas of interest students may undertake.
Special Requirements	As part of the program for History Elective a fee is charged in the interest of promoting the most enhanced program for students. This fee contributes to the following activities: ▪ Maintenance/purchase of new resources. ▪ Local fieldwork activities such as visits to local art galleries and museums **Please Note**: An additional payment of **$50.00** may be required. This cost will cover entry into venues such as exhibitions, and workshops specific to the course. Excursion details cannot be determined this far out and could potentially be an additional **$50.00**.

Creative Arts

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Dance

Key Learning Area ***Creative Arts***

Aims

Imagine a world where every movement tells a story, where the rhythm of your heart syncs with the beat of ancient traditions, and where every step you take becomes a powerful act of expression. Dance is not just a form of non-verbal communication; it's the heartbeat of every culture that has ever thrived on this planet. From the mesmerizing rituals of ancient tribes to the electrifying performances on modern stages, dance is a living, breathing testament to our shared humanity.

Whether it's the passionate intensity of a Jazz, the fluid grace of lyrical, or the raw energy of hip-hop, dance transcends boundaries and unites us all in a universal language of movement.

For those who dare to dive into this vibrant world, the study of dance offers an unparalleled journey. It's not just about honing physical skills; it's about immersing yourself in the rich tapestry of artistic, aesthetic, and cultural traditions. Students are invited to infuse their own experiences and perspectives into their dance practice, creating something profoundly personal yet universally resonant.

Whether you're a seasoned dancer with years of experience or a newcomer ready to discover the magic for the first time, the study of dance welcomes you. It promises a thrilling adventure that challenges your body, ignites your creativity, and connects you to a global community of dancers who share your passion and excitement.

Content

In Dance students engage in activities such as:

- Learning combinations in various styles
- Learning famous combinations from industry professionals
- Developing solo and group performances
- The elements of choreography such as motif
- Dance health and fitness
- Muscular and skeletal body systems
- Nutrition and dietetics
- Watching and critiquing dance in film
- Dance around the world

Assessment & Homework Information

Formative and summative assessment activities might include:

- Completing combinations of movement both individually and in small groups
- PEEL paragraphs or extended responses
- Creating Dance plans
- Conversations with the teacher
- Labelling muscles and bones, describing how they affect a Dancer
- Written reflections on personal performance
- Workout and dietary planning
- Using Dance vocabulary when analysing a work

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. This may be watching a performance or participating in a Dance work shop led by an industry professional. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Drama

Key Learning Area ***Creative Arts***

Aims

Drama is an active, practical and fun subject that allows students to explore, and sometimes even challenge, themselves and the world. This is done though collaborative learning processes designed to promote growth in critical and creative thinking, confidence, communication and citizenship.

Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas. Students in Drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. The study of Drama engages and challenges students to maximise

Content

• Making refers to participating in the creation of drama and theatre process work. Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and playbuilding are key methods of making which involve a group of students collaborating to devise their own work.

• Performing refers to students actively engaging in acting and performing drama and theatre for different audiences.

• Appreciating refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

Topics may include: Mime, Melodrama, Playbuilding, Ancient Greek Drama, Shakespeare, Realism, Comedy, Physical Theatre, Community Theatre, Script writing, Script Interpretation and Monologues. The emphasis of each of these areas will vary according to the interests and ability of the students in the class.

Essential Content - students engage in an integrated study of the elements of drama though practices within the contents of playbuilding in both Years 9 and 10, and at least on two other dramatic forms or performance styles.

Assessment & Homework Information

Assessment of students will be continuous and based on their performances, written research, reflection and participation.

Students will learn about …

Students undertake a unit of playbuilding in both Year 9 and 10. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in Year 9. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students will learn to …

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

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are in addition to the course fee. The base rate for this learning experience will be approximately $75.00. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined in advance and could potentially be an additional $75.00.

Languages

Key Learning Area ***Languages Other than English***

Overview

Why learn a language?
The study of a language other than English provides opportunities for students to improve their literacy skills in all subject areas. As learning another language is the key into the culture of that society, students learn to view the world in a different way and become more accepting of diversity. Through developing greater awareness of their place in the international community, students learn how to become more respectful of others from diverse cultural and linguistic backgrounds. Through studying a Language, students develop their communication skills, and can engage in a unique form of intellectual enrichment.

People who know more than one language are more flexible thinkers, who can adapt and cope in a fast-changing world and deal with unfamiliar cultural ideas. Learning about different languages and cultures and developing intercultural and intracultural understanding are key competencies for young people to develop, so they may fully participate as engaged and active 21st century citizens in a globalised world.

Why choose the LOTE elective?
Students choosing a LOTE elective will be able to extend their studies from Year 8 or begin their language journey in 2025.

This elective will enable students to dive into the language by extending their understanding of French/Italian grammar to communicate more fluidly and understand common interactions. Students will be immersed in a language environment, with a key focus on the vast cultures present within French/Italian speaking communities.

Elective LOTE students will also be able to participate in enriching cultural incursions and excursions. They will develop their language learning skills and intercultural awareness through a range of dynamic learning opportunities.

A knowledge of French/Italian can provide students with opportunities for continued learning and for future employment. Including the choice to take the French/Italian Continuers language course for study for the Higher School Certificate.

Aims

The main aim of the LOTE course in Stage Five is for pupils to develop the capacity to communicate effectively in French/Italian in certain contexts.

Students will:

- **interact** to exchange information, ideas and opinions, and socialise, plan and negotiate
- **access and respond** to obtain, process and respond to information through a range of spoken, written, digital and/ or multimodal texts
- **compose** to create spoken, written, bilingual, digital and/or multimodal texts.
- develop an understanding of the **language system**, including sound, writing, grammar, text structure; and how language changes over time and place.
- develop an understanding of **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Assessment & Homework Information

Assessment and homework activities for Stage 5 may require students to demonstrate that they can:

- participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems.
- identify and interpret information from a range of written, spoken, visual and multimodal texts.
- compose information and imaginative texts and create a range of bilingual texts.
- understand the systematic nature of grammatical forms.
- understand that language, culture and communication are interrelated and shaped by each other.

Student success is facilitated by the provision of a range of online interactive materials, which allow students to collaborate and work individually and learn how to read and understand, listen and understand, spell, write and pronounce key vocabulary.

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Music

Key Learning Area ***Creative Arts***

Overview The evidence of neuroscience overwhelmingly demonstrates that children studying music have a considerable educational advantage over those who do not. Because of the essentially aural nature of music, together with the requirements of intense listening and concentration, the child's brain responds powerfully to music education, enhancing all other learning." *Richard Gill OAM, The Sydney Morning Herald*

Aims The aim of the Stage 5 Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in ***performing, composing, and listening.*** Students should envisage that their skills in all these areas will develop gradually over the 200-hour course.

Content Students will learn about and experience Music through 3 components.

1. **Performance**

This is the main component in the Stage 5 course, encouraging students to perform as a soloist and in an ensemble situation. Students are free to make decisions on performing a range of repertoire, reflecting their technical level and interest in musical genre.

2. **Aural / Musicology**

Aural (listening) and Musicology (the study of music) is not just about writing crotchets and quavers or when a composer lived or died. Aural / Musicology is about the appreciation, experience and analysis of all musical genres further developing and deepening a students' understanding of Musical Concepts that was first presented in Stage 4.

3. **Composition**

Composition looks at incorporating skills in performance and technology. Students can investigate and experiment with instrumental sounds – conventional and non-conventional. This may be done through various compositional techniques that will be studied and experienced. Students will also utilise recording and editing devices available accompanied by specialist musical software such as Sony Acid Music Studio 8.0, Musescore, Garage Band, Ableton Live, Noteflight, Audacity, iPhones/ iPad apps, portable and sound desks.

Assessment & Homework Information

Homework

A music students' homework is instrumental practice. This should be completed on a regular basis and is to be incorporated into a well-structured study timetable. This may be completed during school hours as the music rooms are equipped with three private, sound proof practice rooms which are available for booking. Some other aural exercises may be assigned for homework throughout the course.

Assessments

Stage 5 Music course looks at including formative and summative assessments throughout the entire course (over 2 years). A breakdown of the 200 hour course is outlined below:

Performance:	May be solo or ensemble based.
Composition:	Year 9 – introduction to composition. Year 10 – development of compositional skills.
Aural/Musicology:	Viva Voce or Listening Tasks

All t tasks will look at utilising and developing 21st century skills that will be beneficial for any student in their future endeavours. Such 21st century skills include: Collaboration, Use of Technology, Critical Thinking and Communication.

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Photographic & Digital Media

Key Learning Area ***Creative Arts***

Aims

Elective Photographic and Digital Media in Years 9 and 10 is an exciting course offered at St. Peter's. This very rewarding course offers a range of experiences relating to traditional black and white photography as well as digital media.

Students will investigate their immediate environment, creating interesting photographs and digital images. It is hoped that through studying this course, students can be exposed to forms of art that will not be covered in either of the two other courses of **Visual Arts** and **Visual Design**.

The aim of Photography and Digital Media is to enable students to;

- create unique and engaging photographs and digital images;
- develop creative, critical and analytical skills in understanding visual images.

Content

An overview of the content for Photographic and Digital Media is below.

PRACTICAL ACTIVITIES

Students will have the opportunity to create photographs using some of the genres below:

- Portraiture
- Still life
- Architectural
- Image manipulation – both dark room and digital
- Self-directed photographs
- Group activities
- Film

THEORY ACTIVITIES

Students will have the opportunity to undertake the following activities;

- Research about other photographers
- Communicating their own ideas about photographs

EXCURSIONS

- Students may attend an excursion to Sydney in Year 10
- Students may visit the Maitland Regional Art Gallery and/or Newcastle Art Gallery to view exhibitions
- Students may have the opportunity to photograph the local region

EXHIBITIONS

Opportunity to submit images to local, state and national exhibitions

Assessment & Homework Information

Students will be assessed progressively throughout the year. Tasks will involve:

- Making photographs and using their Photography Process Diary
- Research and analysis of artworks through written assignments, extended responses and/or visual and verbal reports.

Art Making is 60% of the course with Critical and Historical Study at 40%.

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Visual Arts

Key Learning Area
Creative Arts

Overview
Elective Visual Arts in Years 9 and 10 is a diverse and rewarding course. Students will enjoy creating artworks in a range of materials, techniques and styles.

Aims
Students will be encouraged to investigate the immediate environment, the world and their own imagination as a source of ideas for art making.

The aim of Visual Arts is to enable students to:

- Develop skills in a range of practical techniques.
- Develop research analysis and writing skills

Content
An overview of the content of Visual Arts:

Practical Activities may include:

- Drawing: pencil, charcoal, ink, pastel
- Painting: water colour, acrylic
- Ceramics: sculpture, functional forms
- Sculpture: carved sandstone, wire armature
- Printmaking: lino, etching, photographic silkscreen
- Computer Graphics: Photoshop, Illustrator, InDesign
- Installation: street art, environment art
- Film Making: time-lapse, stop-motion animation

Theory Activities:

- Research artists related to practical topics
- Analyse how ideas are communicated

Excursions

- Students may attend an Excursion to Sydney in Year 10
- Visits to Maitland Regional Gallery
- Students may travel to Newcastle to visit galleries, TAFE or University

Exhibitions

Students works will be displayed at school and Art competitions

Assessment & Homework Information
Students will be assessed progressively throughout the year. Tasks will involve:

- Making artworks through a process of design and evaluation, using their Visual Arts Process Diary and selected themes.
- Research and analysis of artworks related to the practical topics undertaken. This could include research assignments, extended responses and multi-media presentations.

Art Making is 60% of the course with Critical and Historical Study at 40%.

Special Requirements
To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Visual Design

Key Learning Area ***Creative Arts***

Aims

Visual Design is an exciting elective course being offered to students with an interest in the commercial side of art and design. Students will enjoy exploring a wide range of experiences such as film editing, graphics, fashion and/or jewellery design and landscape/ interior design. Design artworks will be made using traditional techniques with a strong focus on digital media. The content of this course will not be covered in either of the two other courses of **Visual Arts** and **Photographic and Digital Media.**

Content

An overview of the content of Visual Design.

PRACTICAL activities may include:

- Promotional design (Illustration/Graphic Design)
- Skateboard Deck design
- T-shirt or jewellery design **(**Fashion/ Design)
- Mixed media story book design (Illustration/ Graphic Design)
- Short film/Music film clip (Set /Design/ Editor/Sound Design)
- Landscape/Interior design (Landscape/ Exterior/ Interior Design)

THEORY activities

- Research about the work of other designers
- Communicating own design ideas about their work

EXCURSIONS

- Students may attend an excursion to Sydney
- Students may visit the Maitland or Newcastle Regional Gallery when relevant exhibitions are of display
- Students may have the opportunity to visit a TAFE institute to see the work of graduates.

Assessment & Homework Information

Students will be assessed progressively throughout the year. Tasks include:

- Making design artworks and using a Visual Design Process Diary
- Research and written assignments, extended responses and written and verbal reports.

Assessment will be based on a **60% practical** component **40%** on research and historical/critical study.

Special Requirements

To consolidate and expand students' understanding and 'experience' of a subject, it is intended that students will participate in an in-depth Creative Arts learning experience, whether that be an incursion or an excursion. The costs involved in facilitating these learning experiences are **in addition** to the course fee. The base rate for this learning experience will be approximately **$75.00**. Entry into venues such as exhibitions, performances and workshops specific to the course, cannot be determined this far out and could potentially be an additional **$75.00**.

Technology and Applied Studies

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Computing Technology

Key Learning Area	***Technology and Applied Studies***
Aims	Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of contexts. Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. When studying Computing Technology, students have opportunities to develop skills in designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students engage with contemporary and advancing technologies and explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual reality, gaming, networks and devices. Students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.
Content	Students undertaking the stage 5 course will engage in practical learning and project work for most of the course time with at least one group project. Currently the focus areas studied include: • Enterprise information systems: Modelling networks and social connections • Enterprise information systems: Designing for user experience • Software development: Building mechatronic and automated systems • Software development: Creating games and simulations • Software development: Developing apps and web software
Assessment & Homework Information	Assessment in this course will involve completion of projects with associated theory and exercises for each topic.

Food Technology

Key Learning Area ***Technology and Applied Studies***

Aims

The Food Technology course has been designed to ensure an understanding of the processing, preparation, marketing, and consumption of nutritious food. It involves students investigating food through practical "hands on" applications and processes such as designing, researching, making, communicating, and managing.

The course provides not only a broad knowledge of food technology, but also a set of skills that have applications to food that are transferable to other areas of life.

The course will:

- Provide students with a sense of achievement through the production of a wide range of activities involved in food preparation.
- Raise student self-esteem and confidence in food preparation.
- Provide a sound background of nutrition to enhance the understanding of relationships between food technology, nutritional status, and quality of life.
- Provide an opportunity for students to design meals/menus in response to specific food needs.

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Content

Units of work will be developed to include the following Focus areas:

Year 9

- Food selection and health
- Foods in Australia
- Foods for special occasions

Year 10

- Foods for specific needs
- Food trends
- Food service and Catering

It is envisaged that the course would have a significant practical component. Students will be given a wide range of experiences with food in personal, commercial, and industrial applications.

Assessment & Homework Information

Year 9 Semester 1:

- Book work
- Research task "You are what you eat".
- Ongoing weekly practicals

Semester 2:

- Research task
- Ongoing weekly practicals

Year 10 Semester 1:

- Book work
- Research Task "Food for specific needs"
- Ongoing weekly practicals

Semester 2:

- Research Task "Plan a party"
- Ongoing weekly practicals

Graphics Technology

Key Learning Area ***Technology and Applied Studies***

Aims

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology develops in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They learn about the application of these techniques and technologies in industrial, commercial, and domestic contexts. In an age of globalised industry and rapid technological development, Students gain experience in computer-aided design (CAD), computer-aided manufacture (CAM).

Graphics is a universal language and an important tool for thinking and communicating. Graphics Technology develops in students specific manipulative and cognitive skills in using a variety of tools, materials, and techniques. This includes the visualisation and manipulation of three-dimensional concepts and images, and the interpretation and presentation of ideas graphically. Students develop the capacity to solve problems and generate and communicate solutions. They become confident in the application of conventions and procedures that are essential to the global transfer of concepts and images irrespective of language barriers.

Content

The aim of this course is to:

- Develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production of a range of manual and digital graphical presentations.
- Develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations.
- Develop knowledge, and skill in selecting and using drawing equipment and techniques in the design and creation of graphical presentations.
- Develop knowledge and understanding of computer-aided design (CAD), computer-aided manufacture (CAM).
- Provide experience in creative design and authentic problem solving through creative thinking and to communicate graphically.

Topics covered include:

- Engineering Drawing
- Pictorial Drawing
- Product Presentation and marketing
- Architectural Drawing and Australian Architecture
- Graphical and Visual Design
- Computer Aided Drafting
- Computer Aided Machining (3D Printing)
- Multimedia Presentations
- Artistic Rendering

Assessment & Homework Information

Assessment is based on classroom exercises, assignments and examinations using manual and computer-generated presentations.

Industrial Technology - Engineering

Key Learning Area ***Technology and Applied Studies***

Aims

The aim of the Industrial Technology Years 7–10 Syllabus is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development, and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society, and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

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 Industrial Technology Engineering program utilises these knowledge sources in application to Skills, Technology, Engineering and Mechanics.

This course is aimed at those students who enjoy problem solving, creating, investigating, and pursuing their own ideas and are perhaps considering a career in the Technological, Scientific, or Engineering fields.

A major aim of the course is to stimulate interest in the STEM fields in the hope that the student continues to pursue subjects in the area in senior high and, hopefully, tertiary study.

Content

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Engineering Mechanisms
- Engineering Structures
- Alternative Energy (The future)

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.
These may include:

- Engineered Structures
- Laser cut Bluetooth Speaker
- CO2 vehicles
- 3D Printed remote controlled project
- A range of devices and appliances
- Robotics projects
- Electronic and mechanical control systems

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Engineering Studies, Technology, Mathematics and Sciences in Stage 6

There are no prerequisites for the study of Industrial Technology Engineering. The students will be introduced to many concepts in the initial modules which they will then continue to develop and utilise over the course to complete inquiry-based projects.

Assessment & Homework Information

Assessment in this course will involve completion of projects as well as theory tests and exercises for each topic.

Special Requirements

From time to time, students might be called upon to contribute small amounts of materials to the projects. The contributions should be able to be obtained through recycled materials and are not required to be purchased. As the students are working in

groups, usually these items can be pooled. All students are expected to contribute to these items when needed.

Industrial Technology - Metal

Key Learning Area	***Technology and Applied Studies***
Aims	Industrial Technology – Metal aims to develop safe working attitudes and practices in the Metal Workshop. It encourages confidence in the skilful manipulation of metal products, machines, hand tools and power tools. This subject will give a sense of purpose, enjoyment and personal satisfaction enabling the acquired skills to be used beyond the school environment. Individual modules focus on Workplace Health and Safety, Tools, Skills, Design, Links to Industry, Workplace Communication and Societal and Environment impact. This subject is essential for students interested in a career in engineering trades and for those progressing on to engineering. There are many opportunities for metal and engineering trades in the Hunter Valley
Content	The Metal course follows the core modules of General Metal and Fabrication from the syllabus, which covers Welding, Machining and Sheet Metal work. **Year 9** will work on set projects, which include sheet metal toolbox, rocket stove and bench vice. **Year 10** will work on set projects, which include a continuation of the bench vice which leads into a Major Project. The Major Project requires students to design and produce a project of their choice OR choose from a variety of suggested projects within budget constraints. This is a wonderful opportunity for student to develop their skills on something they are truly passionate about.
Assessment & Homework Information	Assessment is based on the following: ▪ Development of Hand Skills ▪ Product finishes and quality ▪ Folio Documentation ▪ Hand and Power Tool Manipulation ▪ Metal Machinery usage ▪ Sheet metal Toolbox ▪ Rocket Stove ▪ Bench Vice ▪ Year 10 Major Project (Free Choice Project)
Special Requirements	▪ Students are required to have safety glasses, shoes with leather uppers. ***(Note: Students can use sport shoes that have a leather or hard vinyl upper. They are not to have shoes that are canvas, open weave or light weight in construction)*** ▪ The student's apron will be provided and included in the fees. ▪ Additional cost may be incurred by design project in Year 10.

Industrial Technology - Timber

Key Learning Area	***Technology and Applied Studies***
Aims	The study of Industrial Technology Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of equipment, such as hand tools, power tool and machines. Students aim to develop skills and knowledge within a safe working environment using timber as the main building material. The timber course provides students with understanding, skills, values, and attitudes essential to supporting students to succeed in and beyond their schooling. Students will learn about focus areas such as WHS and Risk Management, Design, Materials, Tools Equipment and Techniques, Workplace Communication Skills, Societal and Environmental Impacts and Links to Industry. Students interested in the Building and Construction industry should be selecting this subject.
Content	The Timber course follows Core Module Timber 1 and 2, from the syllabus, which covers tasks such as framing, carcase construction and timber lathe work. During the course, students could construct projects such as a Chair, Laminated Timber Stool, Bedside Table.
Assessment & Homework Information	Assessment is based on the following: ▪ Mastery of Skills ▪ Finished Product ▪ Folio Documentation ▪ Level of knowledge and understanding achieved. ▪ Research ▪ Hand and Power Tool Manipulation ▪ Timber Machinery usage
Special Requirements	▪ Students are required to have safety glasses, shoes with leather uppers. ***(Note: Students can use sport shoes that have a leather or hard vinyl upper. They are not to have shoes that are canvas, open weave or light weight in construction)*** ▪ The student's apron will be provided and included in the fees. ▪ Additional cost may be incurred by design project in Year 10.

Textiles Technology

Key Learning Area ***Technology and Applied Studies***

Aims

Students over the course will become skilled in using a variety of textiles machinery and tools. They will learn about fibres, fabrics and various methods of construction. Students will learn to design, make and evaluate material items from various focal areas. These focal areas include designing and making apparel, non-apparel, furnishings, costume and completing textile artworks.

Students will develop knowledge of:

- The use of fabrics and their properties.
- Society's influence on fashion.
- The use of commercial patterns.

Students will develop skills in:

- Constructing garments.
- The use of sewing machine.
- Drafting and modifying patterns.
- Hand crafts (beadwork, embroidery, patchwork etc).
- Documenting, communication and presenting design ideas.

Content

The following is a guide for the topics and practical projects to be studied for the duration of the course. Variations may occur due to the skill level of individual classes, and class interests.

9.1 - Let's Sew – Students will learn about Textile equipment including the sewing machine and tools used in the textiles workshop. All students will learn to operate a sewing machine safely and competently.

9.2 - A Short Story: Apparel. Students will learn how to design and make a pair of sleep shorts. The pattern will be provided by the school. Students will learn to lay material and cut pattern pieces required for the project. An excursion to Spotlight allows the students to select their chosen fabric.

Excursion – Spotlight Rutherford.

9.3 - Get Handy: Textile Arts. Students will learn hand embroidery. They will learn various stitching techniques including how to successfully Sashiko stitch material. Students will make a zippered makeup purse. A sampler may also be produced in this unit of work, detailing various types of hand embroidery stitches.

Possible excursion – Newcastle Quilt & Craft Show.

10.1 – Just Weave It: Textiles Arts. Students will learn about fibres, yarns and fabrics. Students may create a woven wall hanging, woven pillowslip, dreamcatcher, or a macrame project.

Excursion – So Low Craft Shop, High Street Maitland.

10.2 - Colour me Crazy: Non-Apparel. Students will learn various methods of fabric colouration methods. This may include tie dyeing, batik and marbling. Students will design and make their own laptop sleeve using various colouration methods.

10.3 - Work to Live: Apparel. Students will learn how to professionally draft their own pattern and will make a skirt suitable for a job interview. Students study the Australian Textiles, Clothing & Footwear Industry to learn about the life cycle of clothing. Students also experience fashion drawing and participate in an incursion hosted by a visiting fashion designer.

Excursion – Spotlight Rutherford.
Incursion – TAFE Fashion Drawing workshop.

Assessment & Homework Information

Assessment will involve the following aspects:

Written Assessments	Practical Projects
Safety and Machine Test (Year 9) Folio & Evaluations. Fibres & Fabric test (Year 10)	Boxer Shorts Purse Embroidered Product Woven Pillow/Wall Hanging Tablet Cover Work Skirt.

Theory Component is 50%. Practical Component is 50%.
Note: The creativity of this subject is open to both males and females.

Special Requirements

Excursions: Year 9 Craft Show - approximately **$65.00**
Incursion: Year 10 - approximately **$55.00**

Personal Development, Health and Physical Education

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Physical Activity and Sports Studies (PASS)

Key Learning Area **Personal Development/Health/Physical Education**

Aims

The aim of the Physical Activity and Sports Studies Course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students develop a foundation for participation and performance in a range of physical activity and sport movement contexts. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students demonstrate a knowledge and understanding of the factors that limit and enhance their capacity to move and perform efficiently and develop their ability to transfer movement skills in a variety of contexts. They recognise the value of, and assess the broad range of benefits, provided by participation and performance. Students are provided with opportunities to work collaboratively to evaluate and make judgements about information, products and services available, and develop strategies to increase levels of participation in physical activity, sport and recreational pursuits.

Students demonstrate a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They are able to identify factors, and reflect on significant changes, events and new directions that have shaped identity and increased rates of participation for groups within society. Students evaluate the contribution of physical activity, sport and leisure and recreation to individual, community and societal wellbeing. Students analyse physical activity, sport and recreation from a range of personal, social and cultural perspectives. They explore the benefits of participation in leisure and recreation and investigate how it can be incorporated into daily life to improve all aspects of health and wellbeing. Students investigate opportunities for careers in the physical activity, sport and recreation industries.

Students establish a repertoire of strategies and techniques to develop movement skills and enhance their capacity to participate and perform. They analyse how effective and appropriate these strategies are in preparing themselves and others for particular physical activity and sport opportunities. Students promote active lifestyles based on current trends and research in health and wellbeing and take action to increase opportunity for themselves and others. They analyse and appraise performances and design programs to achieve performance goals. Students develop skills and confidence in selected activities, demonstrating sound technique and tactics that maximise their effectiveness. They evaluate information, opinions, organisations and services. Students assess the contribution and impact of technology to participation and performance in physical activity and sport.

Course Content

- Body systems and energy for physical activity
- Physical Activity
- Lifestyle, Leisure and Recreation
- Coaching
- Technology, Participation and Performance
- Event Management

Assessment & Homework Information	Assessments of the course content may be a combination of the following: ▪ Written examinations ▪ Research and oral presentations ▪ Project Based Approaches ▪ Practical lab tasks and skills tests ▪ Logbooks and portfolios of lesson planning ▪ Practical demonstrations Homework will be given throughout the course. Regular revision of new content will be needed to develop a solid knowledge base in this subject area.
Special Requirements	In Year 9 students attend an Outdoor Education Camp over three days and two nights. This camp forms part of the course content assessment and is strongly recommended that students do attend. The approximate cost is **$500.00** and is all-inclusive.