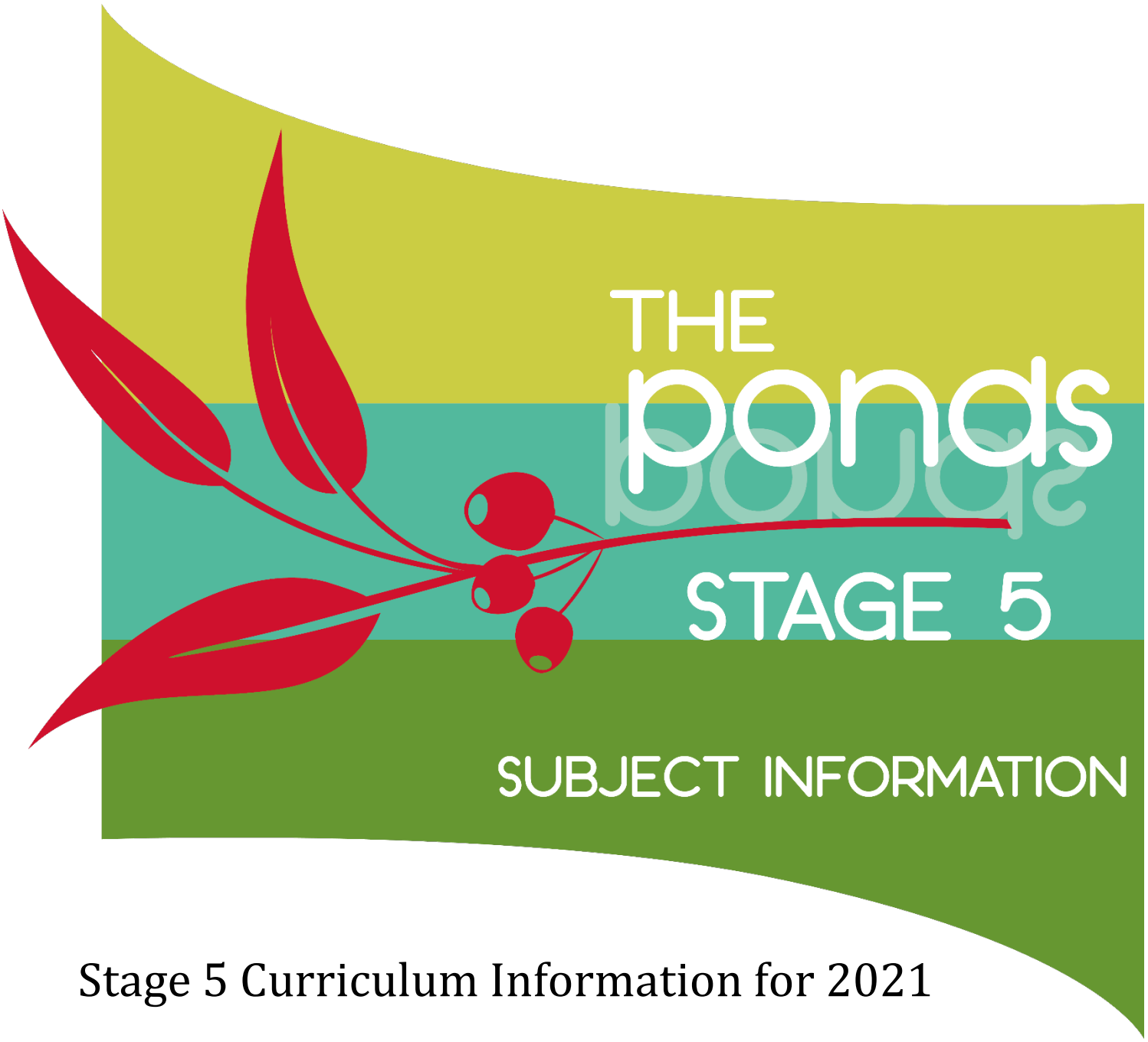

Stage 5 Curriculum Information for 2021

This booklet has been developed to support students and parents preparing for entry into Stage 5.

The information contained in this booklet relates to subjects and units that may be available in the 2020 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Principal and Curriculum Team in accordance with NSW Education Standards Authority (NESA), the NSW Department of Education (DoE) and school requirements. The Stage 5 elective lines generated after the students have made their choices will reflect this student choice.

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INTRODUCTION

The subject selection process is a very important decision time for students and parents when preparing for Years 9 and 10.

Students should select subjects that they have an interest in and believe they will do well in for their Record of School Achievement (RoSA).

It is important for students to give their initial thoughts a lot of care. Students should select the subjects they enjoy the most as this will provide them with a positive attitude towards learning and develop the essential study skills and motivation required for success in the important Years of 11 and 12. Students should focus on selecting subjects that interest them, not what their friends are doing and not on the teacher who may take the class. Parents and students must note that students do not need to limit their elective choices in Stage 5 to areas they think they may wish to pursue in senior years. Almost all subjects in Years 11 and 12 do not need to have been taken in junior school.

This booklet has been prepared to help students and parents navigate their way through the complex curriculum structure on offer in Stage 5 at The Ponds High School. It should be closely read and used as a reference for students and parents about the patterns of study available to students as well as essential information about each subject and course and the manner in which they are assessed and graded.

The Stage 5 Curriculum culminates in the award of grades, which are forwarded to NSW Education Standards Authority (NESA) for the RoSA. While it is expected that the vast bulk of students at The Ponds High School will continue their studies in Years 11 & 12 for the award of the Higher School Certificate, student work in Stage 5 is nevertheless crucial for future success. Students will gain skills and knowledge over the next two years which will be essential for their further learning and also develop appropriate study skills and self-discipline.

The innovative curriculum structure in Stage 5 allows for a very broad range of electives and it is important that students discuss these options with their parents or care providers and choose subjects and courses that correspond with their skills, abilities and interests. Students should seek advice from appropriate staff if they are unsure of any details prior to making their final decision.

The commencement of Stage 5 is an exciting time for students. They are offered new challenges and for the first time in their school careers have real choices in terms of the curriculum they study. I would like to take this opportunity to wish each student well for their studies in Stage 5 and implore each student to commit themselves to their studies and enjoy the curriculum pattern they choose.

We cannot guarantee that all elective subjects will actually run as this is dependent on sufficient students wanting to study a particular unit. Students will be asked to complete Elective Subject Selections online. A parent/caregiver signature is required to indicate that students have discussed their choices.

Some electives have associated fees to pay for materials. Please refer to the section Elective Fees late in this document.

Jennifer Weal
Principal

STAGE 5 CURRICULUM STRUCTURE

MANDATORY CURRICULUM REQUIREMENTS

NESA states it is mandatory in Years 7 to 10 to complete the following mandatory curriculum:

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment (HSIE)	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies (TAS)	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative and Performing Arts (CAPA)	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education (PDHPE)	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In 2012, the New South Wales Record of School Achievement (RoSA) replaced the School Certificate. Eligible students who leave school prior to receiving their Higher School Certificate will receive the RoSA. NESA has developed information for teachers, students and parents on how the RoSA will be implemented.
See link: http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

A RoSA will show grades for all courses a student has completed up to the point they leave school including those completed in Year 10, Year 11 or even Year 12.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

SELECTION OF STAGE 5 COURSES

In order to satisfy the minimum requirements for the RoSA at The Ponds High School, students will complete the following course of study throughout Years 9 and 10:

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

And:

- A total of twelve (12) 50 hour elective courses.

The Stage 5 semester system for electives has been implemented at The Ponds High School in order to engage all students in their learning in an interesting and challenging way. Through our semester course system, the interests of students are catered for by offering a depth and breadth of academic opportunities that few schools are capable of providing.

The curriculum is organised into units of work which are one semester (two terms) in length. Courses which run along these lines are referred to as "units". Each unit is worth 50 hours towards the *Record of School Achievement*. Semester units are vertically integrated across Stage 5. This means that classes may be a combination of Year 9 and 10 students. All students in a vertical class study the same course.

Students have the opportunity to study semester elective units, either as 'units of interest' or as a pattern of study (i.e. 2 or more units). At least TWO different patterns of study must be studied to be eligible for the *Record of School Achievement.*

It is important to note that some semester units are designed to be completed sequentially – each unit becomes a prerequisite for the next. For example, to study 'Japanese 2', it is necessary to have successfully completed 'Japanese 1'. All prerequisites are clearly stated in the unit descriptions to follow.

Students must be aware that in order to satisfy the elective study requirements, students may be required to complete particular units designated as 'core'. For example, in order to qualify for 100 hours in Electronics students must complete the units TEL1 (Core 1: Electronics 1) and TEL2 (Core 2: Electronics 2).

ASSESSMENT OF STAGE 5 COURSES

All units studied by students consist of internal assessment requirements. Assessment procedures for each unit will vary according to the needs of the specific unit. If you have any questions in relation to the assessment of a particular unit please contact the Head Teacher of that subject area.

Student achievement will result in a grade being awarded which indicates the general performance of the student in this unit. These results are submitted to the NESA and will be recorded on the *Record of School Achievement*. The course performance descriptors that assist schools in allocating grades vary between subject areas but are explained by the NESA at https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/

UNIT PERFORMANCE DESCRIPTORS

Performance descriptors have been developed for **each** Stage 5 Board Developed unit. The descriptor that provides the best overall description of the student's achievement, at the end of Stage 5, will determine the grade awarded.

For Board Endorsed School Developed Courses and Content Endorsed Courses, the *Common Grade Scale* will be used.

The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

NON-COMPLETION OF THE REQUIREMENTS OF A STAGE 5 (YEAR 9 AND 10) COURSE

Any course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Where non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses.

NESA requires schools to issue students with a minimum of two course specific official warnings in order to give them the opportunity to redeem themselves.

CHANGING YOUR SELECTIONS

While every effort is made to satisfy student requests for courses, this is not always possible. Units are assigned at the discretion of the Principal and the Curriculum Team in accordance with NESA, school and stage requirements.

Students may apply to change units chosen while in Years 9 and 10. Considerable effort is made to satisfy the requests from students, however, it should be noted that classes will be allocated on the basis of these primary selections and class changes will only be possible when there is room in the new classes being selected. Students must also review and be responsible for the impact the change may have on their 100 hr course electives. Requests for change will not be granted if they render the student ineligible to complete the Stage 5 requirements.

Students will be provided with printouts of their unit selections on several occasions throughout Stage 5. These will be used to check that the subjects being undertaken by each student satisfies both the Department of Education and NSW Education Standards Authority requirements.

Two weeks at the beginning of each semester are the only times for requests of change of units.

SAMPLE PROGRAM OF STUDY

Pattern 1 - One Major and Two Minors		**Pattern 2 - Two Majors**
Sample Student Program 1:		Sample Student Program 2:
200 hour course majoring in Visual Arts: 1. CA01 – Drawing 2. CA02 – Painting 3. CA03 – Ceramics 4. CA05 - Printmaking		(first) 200 hour course majoring in Physical Activity and Sport Studies: 1. PP01 – Sports Performance 2. PP02 – Sports Fitness 3. PP03 – Sports Medicine 4. PP04 – Sports Coaching
(first) 100 hour course minoring in Commerce: 1. HC05 – The Consumer and Business World (Year 9) 2. HC07 – Economics and Business in Action (Year 10)		(second) 200 hour course majoring in iSTEM: 1. IS01 – Engineering Fundamentals 2. IS02 – 3D CAD/CAM 3. IS03 –Motion and Mechatronics 4. IS04 – Independent Research Project
(second) 100 hour course minoring in Elective History: 1. HH01 – History's Mysteries 2. HH02 – History of Warfare Technology		

In addition to the above chosen pattern, students will have six extra semester units available over the two years. These may be used as 50 hour interest courses.

* Note: For a subject to appear on a students' RoSA, they must complete at least two units with the same code – totaling 100 hours. Students may choose to undertake a major (four courses with the same code = 200 hours) or minor in courses (two courses with the same code = 100 hours). Students are also encouraged to select 'one-off' interest units.

CORE SUBJECTS

ENGLISH

Contact: Ms Dolstra/Mr Bennett

The aim of English in Stage 5 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems.

Students engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and understanding of language forms and features and structures of texts.

MATHEMATICS

Contact: Ms Fernandez

The Mathematics Syllabus for Years 9 and 10 bridges the gap between Junior Secondary and Senior Secondary courses of Mathematics. Students completing Year 8 are at various stages in the development of their mathematical knowledge, understanding and skills. Some students demonstrate a high degree of conceptual understanding while other students still need to develop their basic numerical skills. The new K-10 Mathematics Syllabus caters for a wide range of learning needs by having three sub-stages, Stage 5.1, Stage 5.2 and Stage 5.3. These sub-stages are not designed as prescribed courses and many different 'end points' are possible.

All students must, as a minimum, complete topics covered under the Stage 5.1 level. It is expected that the majority of students will be extended to complete the Stage 5.2 course. For Students who have demonstrated a gift and/or a talent towards learning Mathematics will complete the extension components described in the Stage 5.3 course. Students are placed in appropriate classes on teacher recommendation and in accordance with their mathematical ability demonstrated throughout stage 5, in conjunction with student choice. If a student is finding a level too demanding it is possible to change to an easier level in second semester. However, students would find it difficult to move up to a more demanding class except in the most exceptional cases. The three sub-stages lead into different stage 6 courses as per the diagram below.

5.1 Pathway - is designed for students who need more time to develop basic mathematical skills. The content of Stage 5.1 reinforces the skills and knowledge developed in the Stage 4 (Years 7 and 8) Mathematics course.

5.2 Pathway – it is expected the majority of students will complete this stage by the end of Year 10. Students who achieve at this level will be able to ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they will be able to use appropriate language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students will be able to use suitable problem-solving strategies, which include selecting and organising key information and they will be able to extend their inquiries by identifying and working on related problems.

5.3 Pathway - is the most abstract of the three courses. It is designed for students who have had no difficulty in achieving the syllabus outcomes up to and including Stage 5.2 outcomes. Students who progress to this stage should be able to work easily and quickly with more demanding mathematical concepts. They will be able to use deductive reasoning in problem solving and in presenting arguments and formal proofs. They will be able to interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across topics.

Prior-to-school learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately.

The *Early Years Learning Framework for Australia* describes a range of opportunities for students to develop a foundation for future success in learning.

MANDATORY STUDY

Early Stage 1 – Stage 3

Mathematics K–10

MANDATORY STUDY

Stage 4

Mathematics K–10

(including Life Skills outcomes and content)

MANDATORY STUDY

Stage 5

Mathematics K–10

Mathematics Life Skills	5.1	5.1/5.2	5.2	5.2/5.3	5.3

ELECTIVE STUDY

Stage 6

(Years 11–12)

Mathematics Life Skills	Year 11 Mathematics Standard	Year 11 Mathematics Advanced	Year 11 Mathematics Extension

Mathematics Life Skills	Year 12 Mathematics Standard 1	Year 12 Mathematics Standard 2	Year 12 Mathematics Advanced	Year 12 Mathematics Extension 1	Year 12 Mathematics Extension 2

Community, other education and learning, and workplace pathways

HISTORY

Contact: Ms Akrong

The History (Mandatory) course requires students to complete 100 Hours of Australian History in Stage 5.

History aims to stimulate students' interest in and enjoyment of exploring the past. It entails the development of critical understanding of the past and its impact on the present to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

The Stage 5 Curriculum provides a study of the history of the making of the modern world from 1750 to 1945, with an emphasis on Australia in its global context. This was a period of industrialisation, change, imperialism and nationalism culminating in two world wars. The emphasis after 1945 is on Australia in its global context and provides an understanding of Australia's place within the Asia-Pacific region and the world.

GEOGRAPHY

Contact: Ms Akrong

The Geography (Mandatory) course requires students to complete 100 hours of Geography in Stage 5.

The Stage 5 curriculum examines the geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and look at strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. Students propose solutions, and may take action to address contemporary geographical challenges. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

SCIENCE

Contact: Mr Ward

Science is a compulsory course in Years 9 and 10. All students will be part of a core program taught outside the semester system (similar to Mathematics and English).

The aim of the course is to develop an interest and enthusiasm for Science as well as an appreciation of its role in finding solutions to contemporary Science related issues and problems. The essential content is organised by strands.

Working Scientifically
This is the skills strand and involves the processes of questioning and predicting, proposing hypotheses, planning and conducting investigations as well as processing and analysing data and information.

Knowledge and Understanding
This is the essential content. This strand is studied in the appropriate scientific disciplines of:

- **Physical World**
  This strand is concerned with understanding the nature of forces and motion, matter and energy. Topics studied include electricity, motion and gravity and the electromagnetic spectrum.

- **Earth and Space**
  Students will learn about components of the universe, the life cycles of stars and the big bang theory. They will study plate tectonic theory as well as earthquakes and volcanoes. Students will also explore the ways that humans use resources from the Earth and appreciate the influence of human activity on its surface and the atmosphere.

- **Living World**
  In this strand students will develop an understanding of living things by studying topics such as Genetics and Evolution, human body systems and disease. Ecology of the local ecosystem will also be investigated where students gain an understanding of the interdependence of living things and how they interact with each other and their environment.

- **Chemical World**
  This strand is concerned with understanding the composition and behaviour of matter. The key concepts developed in this strand are developed in topics such as atomic theory, acids and bases and chemical reactions.

The Stage 5 Science course also has a focus on **cross curriculum priorities** to enable students to develop an understanding about the contemporary issues they face. These include Aboriginal and Torres Strait Islander histories and cultures, Australia's engagement with Asia, and Sustainability.

General Capabilities developed include:
Critical and creative thinking, ethical understanding, information and communication technology, intercultural understanding, literacy, numeracy, and personal and social capability.

Students must complete a Student Research Project in the Year 10 course where they independently carry out a scientific investigation to demonstrate the extent to which they have developed skills in applying scientific methods.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Contact: Mr Rutherford

All Year 9 and 10 students will study Personal Development, Health and Physical Education (PDHPE). This will include a mixture of practical and theory classes.

The theory component consists of the following units:

Year 9

- **Celebrating our Differences** (identity, culture, empathy, media)
- **Active Lifestyles** (fitness, leadership, teamwork, promoting movement, planning skills, Australian culture)
- **Wellbeing** (body image, mental health, health information, media)
- **Relationships** (emotions, challenges, power, support services

Year 10

- **Sports Science** (movement skills, biomechanics, feedback, safety, fitness)
- **Challenges and Resiliency** (interpersonal skills, resilience, wellbeing, challenges
- **Sexual Relationships** (respectful relationships, rights, ethics, safety, contraceptives, influences on health)
- **Health care and promotion** (healthcare, support services, health information, health campaigns, influences on health, media)
- **Safer Celebrations** (alcohol, drugs, road safety, first aid, influences on decision-making)

The Practical component will involve a variety of sports and activities including dance, gymnastics, football, basketball, netball, golf, mini tennis, functional fitness, softball, cricket, etc.

Students will also be involved for two periods each week in a Sports Program, which will include Grade competition against other schools, and/or participation in a range of non-competitive (intra school) sports. Sport attracts the usual costs to cover bus hire and entrance fees to some venues.

As well as the mandatory periods of PDHPE each fortnight and Sport, students have the opportunity to complete elective units either as 'interest' units or as a pattern of two or more units which will then be listed on their RoSA. This includes courses aligned to Child Studies (100 hours available if both courses are studied) and Physical Activity and Sports Studies (either 100 hours if any 2 of the 5 PASS electives are studied, or 200 hours if any 4 of the 5 PASS electives are studied). See the electives section of this book for more details.

CAREERS

Contact: Mrs Rumi Badger/Mrs Hodkinson

Students choosing a pattern of study for Stage 5 should consider their choices very carefully as changes will be contingent on early application in year 9 and available room in electives. Choices of electives should be based on student interest and ability. Student's results in these electives will be on a merit basis, so it makes sense to choose subjects where your interest will motivate your application to your studies. Whilst there are no electives that will prejudice subject choices in Years 11 and 12 it is important that students choose electives that will encourage good study patterns that will provide transferrable skills as they enter Senior Studies.

Students should seek out information on the content and nature of courses. In making choices, students should talk with as many people as possible: parents; teachers; older students; the Careers Adviser and Year Advisers. The best advice is to carefully choose those subjects which best suit your abilities and interests without consideration to what friends may be choosing. Finally, it is important to remember that it is a: keen interest; consistent effort and great attendance that form the basis for a successful result at the end of Year 10.

Success is most likely when parents are interested, supportive and encouraging while promoting realistic goals. It is possible to explore these aspirations through the tools that exist on the two Career Portals that the school hosts. The first is the School Career Webpage, which can be found on the following link: www.thepondshighcareers.com and has two excellent Career Search tools: one at the bottom of the home page, 'Career Targets;' the other is Jobs and Career Information under the 'For Students' tab at the top of the screen. The second webpage that will promote Career Research can be found at www.jobjump.com.au. Please note: The password for jobjump is: ponds (when registering, please use your education email address).

NOTE: This course is a compulsory course taught in Year 10 only.

In this course you are going to learn about the ELEVEN competencies of the Blueprint for Careers Education and Development as follows:

A. Personal Management
- Building and Maintaining a Positive Self-image.
- Interacting Positively and Effectively with Others.
- Change and Growth Throughout Life.

B. Learning and Work Exploration
- Participate in Lifelong Learning Supportive of Career Goals.
- Locate and Effectively Use Career Information.
- Understand the Relationship Between: Work; Life and Society.

C. Career Building
- Secure Create and Maintain Work.
- Make Career Enhancing Decisions
- Maintain Balanced Work and Life Roles.
- Understand the changing nature of Life and Work Roles.
- Understand, Engage in and Manage the Career Building Process.

ELECTIVE FEES

The Ponds High School requests that parents pay a voluntary contribution as well as elective fees. These fees are essential to enhance the educational, cultural and sporting programs for students from Years 7-12.

The Elective fees are essential for the purchase of:

- Teaching resources
- Equipment, consumables e.g. food, paint, first aid training resources etc., sporting equipment, musical instruments and tools and maintenance of machinery
- Booklets

Elective Fees

Course fees are charged for Stage 5 electives that require the purchase of materials as listed above.

Failure to pay these fees is unfair to other students, places a strain on the school budget and threatens the existence of that subject. For example a Food Technology course cannot run if we do not have the funds to purchase food for each practical lesson.

Stage 5 electives fees are clearly indicated in the Stage 5 elective booklet and should be considered when selecting subjects for Year 9 and 10. Courses with NIL fees are also clearly indicated in this booklet.

At the time of completion of the course selection forms, parents and students are required to sign a confirmation that they are aware of, and agree to pay, any applicable course fees for the year indicated.

If a student chooses to change courses, there will be a form provided to the parent indicating that they support the change of elective as well as an indicator the fees for the new course. Parents need to sign this form to indicate that they are:

- Happy with the change of course, and
- That they are willing to pay the fees

Any course fees that have already been paid will be transferred to the new KLA where applicable.

It should be noted that students wishing to take part in extra-curricular activities such as band or camps should first pay their elective fees in order to be eligible.

Families will receive their Year 9 and Year 10 invoices approximately week 4, Term 1 (for Semester 1) and week 4, Term 3 (for Semester 2) upon finalisation of the class and course lists.

Payments options and plans can be arranged to off the fees throughout the course. Contact Tracey, at the front office, on 9626 3562.

In the case of financial hardship, parents must obtain a “Student Assistant Fund Application” also available from Tracey. A meeting will then be arranged to determine the level of support and payment options.

ELECTIVE UNITS - CAPA

Contact: Ms Morrison

DANCE ELECTIVES

Unit Code	Name	Fees	Prerequisites
DN01	Performance and Composition	$25	Nil
DN02	Jazz and Contemporary	$25	Nil
DN03	Urban and Musical Theatre	$25	Nil
DN04	Choreography and Dance on Film	$25	Nil

Stage 5 Dance is an excellent option for students that already have an interest in dance or anyone looking for an opportunity to explore their creative and artistic talents.

Each Stage 5 Dance unit is based around 3 core components that work together to develop the dancer as a whole and prepare them for a rapidly changing 21st century society. The Performance component instils communication skills, self-awareness and adaptability. Composition builds the skills of creative thinking, collaboration and problem-solving. Appreciation develops students' capacity to analyse, evaluate and think critically whilst broadening cultural awareness.

The Stage 5 Dance courses are designed for students to explore and experience a variety of dance styles and practices. They cater for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience. These courses provide a pathway to the study of Dance in Stage 6 and encourage participation in and enjoyment of dance throughout life.

Performance and Composition

In the Performance unit, students develop an understanding of safe dance practice and technique as they learn increasingly complex combinations, sequences and dances. In Composition, students create original movements in a variety of styles as a means of communicating their unique ideas and perspectives.

Jazz and Contemporary

In the Jazz unit, students learn about the development of the Jazz genre through practical application of historically significant choreography. In Contemporary, students compose and structure original, abstract movements whilst using dance to convey a feeling, sensation or story to their audience.

Urban and Musical Theatre

In the Musical Theatre unit, students attend a professional performance and use this experience as a basis to explore how they can portray various emotions and specific character traits through dance. Throughout the Urban Dance course, students utilise their study of a professional Hip-Hop dance crew to enhance their own performance quality specific to the Urban style.

Choreography and Dance on Film

In this unit, students explore the role of a choreographer and learn how to manipulate the elements of dance to clearly communicate an idea or story. They also have an opportunity to record their choreography and learn how the medium of film can further enhance the communication of a concept.

DRAMA ELECTIVES

Unit Code	Name	Fees	Prerequisites
DR01	Putting it Together (Playbuilding)	$15	Nil
DR02	On the Spot (Improvisation)	$15	Nil
DR03	All the World's a Stage (Theatre Styles)	$15	Nil
DR04	The Power of Drama (Non-Naturalism) – Year 10 only	$15	One other drama course

In studying Drama, students will develop knowledge and understanding about drama and theatre and skills in making, performing in and evaluating a variety of dramatic forms and styles.

Students who elect to study Drama units must be aware that they will be required to participate fully in all performance aspects of the unit, some of which may be undertaken in out of school hours.

Putting it Together (Playbuilding)

Creating, rehearsing and performing a live theatrical performance for an audience is a fantastic and valuable experience. In this course students will work together on developing all aspects of a scripted play, including the entire production process such as designing costumes, sound production, lighting, staging, acting and direction. The play will be performed publically in front of a supportive audience. The course will build performance skills, teamwork, and theatrical knowledge.

On the Spot (Improvisation)

This course will focus on the process of improvisation (making it up on the spot) through the use of drama games, theatre-sports and imagined scenarios. This course offers aspiring actors unlimited opportunities to develop their use of expressive skills and comedic timing. Physical and vocal skills are extended through character building activities. Contemporary Street Theatre and other small scale Comedy performances will be developed throughout the semester. This course is an opportunity to challenge your creativity, spontaneity and interpersonal development.

All the World's a Stage (Theatre Styles)

Looking at Theatre from across the ages, this course engages students with a wide range of new performance skills from various styles throughout history. Find out how to be a flexible actor, sending your audience into peals of laughter or move them to tears with seemingly effortless ease. As you study various theatrical styles such as Shakespeare's Theatre, Italy's Commedia Dell'Arte, Melodrama to Contemporary Theatre, you will become increasingly accomplished in your ability to play your part with confidence and charm in all of life's arenas.

The Power of Drama

With a strong focus on modern drama, this course looks at how theatre has influenced society and culture throughout the 20th and 21st Centuries. As a class you will create and develop a significant devised play using non-naturalism and innovative acting techniques. The styles of theatre directors such as Bertold Brecht, Jerzy Growtowski and Samuel Beckett will be used to help shape and create the play. This course leads in well to HSC Drama.

MUSIC ELECTIVES

Unit Code	Name	Fees	Prerequisites
MS01	Australian Music	$25	Nil
MS02	Baroque and Roll	$25	Nil
MS03	Just Like That Old Time Rock 'n Roll	$25	Nil
MS04	Recording Industry Skills	$25	Nil

The aim of Elective Music is to enable students to respond with aural awareness and sensitivity, through a wide range of musical activities, developing competency as performers and creators of music. These courses can be completed in Years 9 or 10.

Each unit will integrate activities in performance, listening and composition, with assessments weighted evenly. In all courses, students will be encouraged to perform in a school instrumental group, as well as being expected to participate in all classroom performance activities, to enhance their understanding of ensemble performing.

Australian Music

From Nick Cave to Banjo Patterson and Guy Sebastian to Midnight Oil. Exploring a plethora of musical genres, students will be vigorously engaged in performing, composing and listening through a series of practical and theory-based activities. This course will allow students to continue with the specialised study of their chosen instrument, which will benefit them in gaining solo and ensemble awareness.

Baroque and Roll

Who were the rock stars of the early beginnings of music? Saddle up and prepare to go 'Bach' to the future with this Semester course dedicated to the dandy gentlemen who pioneered the symphony, figured bass and sonatas. Prepare to make a solid 'Liszt' about the greatest composers throughout the baroque, classical and romantic periods. You'll be too hot to 'Handel' and everyone will be 'Hayden' you when you achieve an understanding of church modes, forms and structures, and gender equality across the genre.

Just Like That Old Time Rock 'n Roll

Grab your guitar, plug it in, turn it up to 11 and let's get ready to ROCK! Designed primarily as a Music Appreciation subject, this course delves into the world of Rock, exploring its early development through to contemporary times. This is a more performance-based course where students will form bands to learn how to perform in the Rock genre. This course can be used to further your musical studies of the Stage 4 Mandatory course.

Recording Industry Skills

This is a semester course that takes students through the process of writing and/or recording a song. Students may choose between writing and recording their own composition, or putting an ensemble together to achieve their desired sound. From here, students will learn basic recording methods using digital studio techniques and by the end of this course, each student will have produced a high quality recording of a song. This course does not focus heavily on music theory and level of skill in the area of performance is expected to vary from student to student.

VISUAL ARTS ELECTIVES

Unit Code	Name	Fees	Prerequisites
CA01	Visual Arts – Drawing	$25	Nil
CA02	Visual Arts – Painting	$25	Nil
CA03	Visual Arts – Ceramics	$30	Nil
CA05	Visual Arts – Printmaking	$30	Nil

Stage 5 Visual Arts expands on the skills and knowledge developed in Years 7 and 8 and is aimed at students who have a keen interest in expressing their ideas in a visual and tactile format. The elective courses in Visual Arts offered at The Ponds High School cater for a wide variety of interests and abilities. Each course involves both a practical and theoretical component, allowing students to experiment with materials and techniques and refine their skills, while also attaining a comprehensive understanding of the historical and critical elements of Visual Arts. These courses provide a strong foundation for HSC Visual Arts.

Visual Arts – Drawing

In this Drawing unit, students will make and study artworks involving a range of drawing materials and techniques. They will engage in the practice of illustrating their ideas about the world around them, using their Visual Arts Diary to explore and record their processes. They will study the development of drawing through time, using the Frames and Conceptual Framework as a guide to understanding the role of drawing in the visual arts.

Visual Arts – Painting

Through this program, students will examine a range of painting techniques and media. They will complete a series of painting studies in their Visual Arts Diary, culminating in the production of a Body of Work. Students will engage in critical and historical studies of a wide range of artists using the Frames and the Conceptual Framework as a guide for their study.

Visual Arts – Ceramics

This unit of work provides students with an opportunity to develop skills and knowledge about ceramics. Through their experiences, they will understand the unique properties of clay and enhance their ability to create ceramic pieces using hand-building techniques including pinch, coil, slab and molds. Students will be exposed to an extensive range of techniques used to apply surface decoration including carving, oxides and glazes. They will learn about the safety and operations of kilns, as well as the chemical processes related to bisque and glaze firing. Students will examine the role of ceramics from a variety of historical perspectives in relation to artist, artwork, audience and the art world.

Visual Arts – Printmaking

Students will expand on their knowledge and experiences in Stage 4 Visual Arts through further exploration of relief printmaking practices. They will develop skills to use specific tools for carving several types of plates used in contemporary printmaking. Students will also explore the possible variance of a single design through the use of coloured papers and inks when printing. They will learn about the functions and parts of a printing press. The historical applications of printmaking across a range of cultures will be examined to understand the functions of printmaking in the visual arts across time.

INTEREST BASED VISUAL ARTS ELECTIVES

Unit Code	Name	Fees	Prerequisites
CAV1	Inspired Visual Arts (Interest based only)	$30	Nil

Interest based Visual Arts will not contribute to a RoSA in Visual Arts but provides students with the opportunity to explore their creative side, utilising a range of mediums. Students will have the opportunity to explore a variety of art forms and put skills into practice.

Inspired Visual Arts (Interest based only)

Do you love to draw, paint, photograph, sculpt, print or just be creative? Are you someone who has always wanted to make artworks? During this course students will be able to develop and enhance a range of skills and techniques explored in Visual Arts. Students will develop collaborative skills and gain confidence in their art making ability. Opportunities will be provided to participate in external Visual Arts competitions. Your elective fees will go towards materials, tools and other equipment required for making a range of visual artworks.

ADVANCED VISUAL ARTS 1 & 2 (Year 10 ONLY)

Unit Code	Name	Fees	Prerequisites
VA01	Advanced Visual Arts 1 (Year 10 only)	$25	Nil
VA02	Advanced Visual Arts 2 (Year 10 only)	$25	VA01

Stage 5 Advanced Visual Arts expands on the skills and knowledge developed in Years 7, 8 and 9 is aimed at Year 10 students who have a keen interest in Visual Arts and developing their skills for Stage 6 Visual Arts. This course will allow students to gain mature and sophisticated skill set that will support further studies in Visual Arts. This elective course in Visual Arts offered at The Ponds High School caters for a wide variety of interests and abilities. The course involves both an extended practical and theoretical component, allowing students to further experiment with materials, techniques and refine their skills, while also attaining a comprehensive understanding of the historical and critical elements of Visual Arts. Throughout Advanced Visual Arts 1 and 2 students will create significant works and be exposed to a wide range of artistic experiences.

Advanced Visual Arts 1 & 2

Students will develop skills in preparation for Stage 6 Visual Arts. Students will have the opportunity to explore a range of materials and techniques which may include, drawing, painting, sculpture, ceramics, and printmaking. The aim of this course is to develop the student's independence in the development of their conceptual and material practice and their own personal style of artmaking.

A prerequisite for Advanced Visual Arts 2 is the completion of the Advanced Visual Arts 1 course.

It is recommended that students who are interested in moving into Stage 6 Visual Arts, Photography and/or Visual Design are to study the Advanced Visual Arts course.

VISUAL DESIGN ELECTIVES

Unit Code	Name	Fees	Prerequisites
VD01	Visual Design 1	$25	Nil
VD02	Visual Design 2	$25	VD01

Stage 5 Visual Design expands on the skills and knowledge developed in Years 7 and 8 and is aimed at students who have a keen interest in expressing their ideas in a visual form. The elective courses in Visual Design offered at The Ponds High School cater for a wide variety of interests and abilities. Each course involves both a practical and theoretical component, allowing students to experiment with materials and techniques and refine their skills and ideas.

Visual Design 1

Students will develop their drawing and painting skills in the exploration of Visual Design works such as, posters, skateboard or skim board designs, book illustrations, relief printing, murals and street art. Students will be given the opportunity to use a range of materials and techniques such as, painting, stenciling, typography, collage and graphics. They will investigate a range of cultures, urban environments and the student's world as a source for inspiration in relation to other Visual Designers.

Visual Design 2

Students will expand on their ability to use a range of materials and techniques which may include silk-screen printing, ceramics, t-shirt and canvas bag designs, drawing and painting through the investigation of a range of designers and their artmaking practice. Students will explore a variety of subject matter and design projects in the development of artworks.

PHOTOGRAPHY ELECTIVES

Unit Code	Name	Fees	Prerequisites
PH01	Photography 1	$25	Nil
PH02	Photography 2	$25	PH02

Stage 5 Photography expands on the skills and knowledge developed in Years 7 and 8 and is aimed at students who have a keen interest in Photography and Digital Media. The elective courses in Photography offered at The Ponds High School cater for a wide variety of interests and abilities. Each course involves both a practical and theoretical component, allowing students to experiment with materials and techniques and refine their skills, while also attaining a comprehensive understanding of the historical and critical elements of Photography. These courses provide a strong foundation for HSC Photography.

Photography 1

Students will learn about a range of tools utilised to create digital photographs. They will learn about the elements of composition used to engage the viewer and will learn how to operate a DSLR camera. Students will also be introduced to a range of technology and software packages used to create digital imagery, including Photoshop. They will study significant aspects of the history of photography and examine the work of famous photographers to understand the relationship between artist, artwork, world and audience.

Photography 2

Students will learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They will learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

ELECTIVE UNITS – ENGLISH

Contact: Ms Dolstra/Mr Bennett

ENGLISH ELECTIVES

Unit Code	Name	Fees	Prerequisites
EWW1	Writing and Writers (Interest based only)	$0	Nil
EHM1	History at the Movies (can count as History Elective hours for the RoSA)	$0	Nil
LB01	Finding the Fake - Year 10 only (Interest based only)	$0	Nil

English uses an integrated approach to the development of skills. Speaking, Listening, Reading and Writing skills are developed through the study of literature and language, through the use of performance and investigation of the mass media and different technologies.

It is especially important for students in Year 9 to realise that their work is an important stepping stone for the transition to Senior English and that a year of committed work in Year 9 will prepare students well for the demands of Year 10. Several elective courses are being offered to allow students to expand their experiences in English.

Writing and Writers (Interest based only)

This unit focuses on the creative writing process. Students will firstly research and examine the writings of a number of famous writers. They will have a brief overview of the development of language and literature through the ages. The second half of the course involves the students creating their own significant piece of writing. They will be required to draft, edit, polish and reflect upon their own piece of work, and their work may be in one of a number of forms, including narrative, script, digital narrative and poetry or multi media. This major work constitutes the main part of the assessment for this course. This course in suitable for students who enjoy reading and/or creative writing.

History at the Movies

This unit focuses on the construction and interpretation of history through film and TV. Students examine feature films and TV representations of historical events and personalities, investigating questions about how historical meaning is constructed. Students examine the historical accuracy of films that could include Valkyrie, Suffragette, Glory and Rabbit Proof Fence. They will also explore questions about the role of the media in developing and creating historical understanding. Students will also undertake an individual research project relating to a topic of their choice. The subject also provides an opportunity for students to develop skills relating to historical inquiry and source analysis.

Finding the Fake – Year 10 only (Interest based only)

Learn the advanced skills to succeed in the HSC and beyond, acquire skills that will assist in completing assignments in all subjects. Students will learn extended research, resource evaluation and referencing skills. They will learn to identify 'fake news' and navigate their way through web sites and data bases to locate credible and useful information and integrate this information into assignments.

ELECTIVE UNITS - HSIE

Contact: Ms Akrong

COMMERCE ELECTIVES

Unit Code	Name	Fees	Prerequisites
HC05	The Consumer and Business World (Year 9)	$0	Nil
HC06	Towards Independence (Year 9)	$0	Nil
HC07	Economics and Business in Action (Year 10 only)	$0	Nil
HC08	Law and Politics (Year 10 only)	$0	Nil

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

Students may elect to complete Commerce as a 2 x 50 hour or 4 x 50 hour Course.

The Consumer and Business World – Year 9

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students will also have the opportunity to investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.

Towards Independence – Year 9

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures. Students will also have the opportunity to examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.

Economics and Business in Action – Year 10

Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses. Students will also investigate Australia's place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia's economy.

Law and Politics – Year 10

Students develop an understanding of how the legal and political systems affect individuals and groups and regulate society. Students will also investigate a range of situations in which individuals may come in contact with the law. They examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.

GEOGRAPHY ELECTIVES

Unit Code	Name	Fees	Prerequisites
HG01	World Disasters	$0	Nil
HG02	Political Geography	$0	Nil

The following units form part of the Geography elective that can be taken at any time in Year 9 or 10 in addition to the compulsory stage 5 Geography Courses. This is an opportunity for students who are switched on to the issues that will shape our future world, to explore in greater depth the interrelationships between people and their environment. Interesting in-depth studies can be undertaken to broaden students' understanding of the discipline of Geography and geographic inquiry.

World Disasters

We hear about disasters on the news including cyclones, floods, earthquakes and bushfires. These disasters are increasing in severity and frequency. In this unit we will investigate these natural phenomena, how and why they occur and how people respond to them. Students will also investigate human based disaster around the world comparing the impact they both have on the world population.

Political Geography

This unit examines significant world issues that affect the modern world and the implications these have on human rights and poverty. Students also investigate areas of political tension, war and terrorism throughout the world and examine causes and the resolution of these conflicts. The unit focus is on case studies from various areas of the world.

HISTORY ELECTIVES

Unit Code	Name	Fees	Prerequisites
HH01	History's Mysteries	$0	Nil
HH02	History of Warfare Technology	$0	Nil
HH03	Constructing History	$0	Two other History Elective courses
HH04	CSI in the Ancient World	$0	Nil
HH05	Hitler to JFK	$0	Nil
EHM1	History at the Movies (can count as History Elective hours for the RoSA. This course will be delivered by the English KLA)	$0	Nil

The following units are electives in History that can be undertaken in addition to the compulsory Stage 5 History courses. They are ideal for students who enjoy History. These units can be undertaken at any stage during Year 9 and 10.

History's Mysteries

An examination of the unknown, unanswerable or simply bizarre! This course attempts to unravel the many questions that surround the mysteries of the past. We sift through the evidence of various case studies to piece together the events that took place behind some of the world's greatest mysteries. Case studies include: The mysteries of Tuthankhamun, the lost of city of Atlantis and we follow the footsteps of Jack the Ripper. This course is suitable for all students who enjoy History, intrigue and problem solving.

History of Warfare Technology

The history of warfare cannot be understood without looking at the changes in technology that has shaped our lives. This course will examine warfare over time and how technology has influenced the type of, and the reasons for, warfare. The evolution of technologies from warfare in the Ancient world, through Medieval and contemporary times will be examined. An investigation will be made into the types of tools and tactics of warfare.

Constructing History

Students explore the nature of history and the methods that historians use to construct history, exploring the varying ways in which history can be constructed, recorded and interpreted. Students develop an understanding of how historians investigate and construct history through an examination of oral history, museum or archive studies, historical fiction, media and biographies. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past.

CSI in the Ancient World

This unit exposes the reality behind the use of forensic sciences and archaeological methods to determine what happened in the ancient world. Case studies are used to illustrate the techniques used by historians, scientists and archaeologists to uncover the mysteries of the past. This course will interest students considering studying Ancient History in the Senior School or those with an interest in ancient societies, archaeology or forensic science.

Hitler to JFK

We examine the events that shaped the Modern world. This History course begins with the rise of Adolf Hitler in Germany, investigates the causes of World War 2 and analyses the reasons and repercussions of the dropping of the atomic bomb. We then assess the evidence to form conclusions on the assassination of JFK. This is a great course for those who wish to study Modern History in their senior studies.

History at the Movies

This unit focuses on the construction and interpretation of history through film and TV. Students examine feature films and TV representations of historical events and personalities, investigating questions about how historical meaning is constructed. Students examine the historical accuracy of films that could include Valkyrie, Suffragette, Glory and Rabbit Proof Fence. They will also explore questions about the role of the media in developing and creating historical understanding. Students will also undertake an individual research project relating to a topic of their choice. The subject also provides an opportunity for students to develop skills relating to historical inquiry and source analysis.

ELECTIVE UNITS - LANGUAGES

Contact: Ms Singh

JAPANESE ELECTIVES

Unit Code	Name	Fees	Prerequisites
LJ01	Japanese 1	$35	Year 8 (100 hours) or equivalent
LJ02	Japanese 2	$0	LJ01 or equivalent
LJ03	Japanese 3	$0	LJ02 or equivalent
LJ04	Japanese 4	$0	LJ03 or equivalent

Learning another language is an ideal way of developing skills and knowledge that are useful in a global society and multicultural Australia. Knowledge of a second language also contributes to a student's understanding of their first language. Languages courses build on the listening, speaking, reading and writing skills developed in Year 8. Students can expect to achieve greater levels of communication skills in their chosen language whilst enhancing their cultural understanding.

Students will have the opportunity to interact with Japanese students as they visit our school. Opportunities for a study tour to Japan is also available to interested Stage 5 students.

Prerequisites
100 hours of study of Japanese (approximately one school year) is required to undertake this elective. 100 hours is usually completed in Year 8 language courses. Students without this background of study should consult the Languages Head Teacher.

Progression
It is important to note that these courses are part of a four year continuum leading to the HSC, and that students must have completed two years of the language in Stage 5 to be eligible to study the language in Years 11 and 12.

Students who wish to take up a new language course for their HSC, can choose a beginners course. Beginners' courses are for students who have had no more than 100 hours (Stage 4) study of the language at the secondary level or equivalent.

Japanese 1

Topics: Significant life events, Languages, Fast food

Skills:
- Talking about past events
- Describing milestones in young people's lives
- Using Katakana
- Describing languages and how they are learnt
- Talking about nationalities
- Talking about where you were born and grew up
- Identifying similarities and differences in fast food in Australia and Japan
- Reflecting on eating habits in Australia and Japan

Japanese 2

Topics: Shopping, Free time, City and country living

Skills:
- Talking about where you shop and why
- Asking about availability and price of items in a shop
- Talking about what you do in your free time
- Making, accepting and declining invitations
- Describing your neighbourhood
- Asking and giving directions

Japanese 3

Topics: School trips, Part-time work, Future plans

Skills:

- Talking about school trips
- Talking about transportation and travel time
- Asking for and giving permission
- Talking about part time jobs
- Describing what you want to do in the future
- Saying what you are good at and what you like to do

Japanese 4

Topics: Homestay in Australia, Health and Sickness, Clothing, Weather, Recycling, Pets

Skills:

- Reflecting on the importance of cultural sensitivity
- See Australian daily life from a Japanese student's point of view
- Using polite and plain forms of Japanese language
- Saying what is wrong, describing pains or illness
- Describing what people are wearing
- Describing weather forecasts, seasons
- Environment and recycling unit
- Talking about animals / pets

ELECTIVE UNITS - MATHEMATICS

Contact: Ms Fernandez

MATHEMATICS ELECTIVES

Unit Code	Name	Fees	Prerequisites
MM02	Preparing for Senior Mathematics – Year 10 only (Interest based only)	Course Booklets	5.3 Mathematics
MM03	Trade Maths (Interest based only)	Course Booklets	Nil
MM04	Money Matters (Interest based only)	Course Booklets	Nil

Preparing for Senior Mathematics – Year 10 only (Interest based only)

The level of algebra, geometry and trigonometry required for success in Stage 6 Mathematics Advanced and Extension 1 courses must be of a high level prior to the commencement of the course in Year 11. Students learn Mathematics at different rates and this course is designed to provide students with additional time to learn the harder concepts as related to the study of algebra, geometry and trigonometry. Students who elect to study this course will be exposed to more problem-solving skills, helping to enrich their understanding of some of the more difficult mathematical concepts studied in Stage 5. Students MUST be enrolled in the Mathematics 5.3 course if they are to choose this elective.

Trade Maths (Interest based only)

Australia is suffering from a real shortage of skilled workers at the moment, meaning that if you choose a trade-based apprenticeship you could be setting yourself up for a great income. The students of today are not just the tradespeople of tomorrow – they're our future entrepreneurs and our future business leaders. To become a tradesperson there are a couple of check boxes you'll probably need to tick from the outset. Most importantly you'll need to be reasonably good at Mathematics, as your work will require you to understand areas like trigonometry, Pythagoras, transposition of electrical equations, percentages and knowledge of vectors. This course is designed to teach the skills required for a range of trades and provide exposure and hints to succeeding in the required aptitude tests, giving students a step up in applying for an apprenticeship when leaving school. Work experience is a compulsory component of this subject.

Money Matters (Interest based only)

The *Money Matters* unit provides a range of learning opportunities that will assist students in understanding how to manage their money, both now and into the future. The units of work focus on topics about the mechanics of managing money, as well as on philosophical issues to do with commerce such as being an ethical consumer and considering what 'worth' and 'value' really mean. This course is based on ASIC's "MoneySmart programs". https://www.moneysmart.gov.au/

ELECTIVE UNITS - PDHPE

Contact: Mr Rutherford

CHILD STUDIES ELECTIVES

Unit Code	Name	Fees	Prerequisites
CS01	Child Studies 1 - The World is My Playground	$25	Nil
CS02	Child Studies 2 - Best Start to Life	$25	Nil

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Child Studies also includes study of newborn care, development of the early years and the influence and impact of family, nutrition and play experiences.

Students need to complete both units to achieve Child Studies (100 hours) Elective.

Child Studies 1

This course is based on the theme "The World is My Playground" and consists of 3 modules:

- Conception to birth
- Growth and development (0 – 8 years)
- Play and the developing child

This course involves investigating the way babies are conceived, grow and develop into toddlers and then young children. Students will be involved in a range of interactive activities which reflect the kinds of children's play and reasons for that play. There will be many practical experiences related to how young children learn and the types of activities which are appropriate for them. Additionally, students will be taken through the types of play experience that are available in the local area.

Child Studies 2

This course is based on the theme "Best Start to Life") and consists of 4 modules:

- Preparing for parenthood
- Newborn care
- Health and safety in childhood
- Food and nutrition in childhood

Students will gain an understanding of biological processes which are completed in order to make a baby, have a baby and care for a newborn baby. Students will also explore the factors that affect the health, safety and wellbeing of children. Students will identify hazards in various environments and evaluate strategies which aim to reduce harm. The role of legislation in promoting child safety will be reviewed as students plan for safety in environments including the home, play areas and near roads. This unit provides opportunities for students to design guidelines for safe home and play area development. Along with this, students will learn how to prepare healthy, nutritious and well-balanced food for developing children.

HIGH PERFORMANCE SPORT (HPS) ELECTIVES

Unit Code	Name	Fees	Prerequisites
HP01	High Performance Soccer – Year 9 only (Interest based only)	$0	Nil
HP02	High Performance Cricket (Interest based only)	$0	Nil

As well as the mandatory periods of PDHPE and Sport each fortnight, students have the opportunity to study semester elective units, as 'units of interest'. All units are school developed courses. They will not count towards the PASS pattern of study. These courses will add to the schools Sporting Program and will generally be filled by students who are Gifted and Talented in these sports. As such, students already part of a team outside of school will be prioritised in regards to enrolment in this course.

High Performance – Soccer – Year 9 only (Interest based only)

This unit will focus on the elements of a high performance soccer athlete, including topics such as:

- Advanced skill development
- Tactics and strategies
- The history of Soccer in Australia
- Coaching and officiating
- Sports nutrition

In general, theory work comprises one third of the class time and the remaining class time is spent on practical activities relating to the content. Participants need to be playing Soccer at competition level.

High Performance – Cricket (Interest based only)

This unit will focus on the elements of a high performance cricket athlete, including topics such as:

- Advanced skill development
- Tactics and strategies
- Contemporary issues
- Coaching and officiating
- Sports nutrition
- Game formats

In general, theory work comprises one third of the class time and the remaining class time is spent on practical activities relating to the content. Participants need to be playing Cricket at club level.

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) ELECTIVES

Unit Code	Name	Fees	Prerequisites
PP01	Sports Performance	$0	Nil
PP02	Sports Fitness	$10	Nil
PP03	Sports Medicine	$10	Nil
PP04	Sports Coaching	$0	Nil
PP05	Anatomy and Physiology	$0	Nil

As well as the mandatory periods of PDHPE and Sport each fortnight, students have the opportunity to study semester elective units, either as 'units of interest' or as a pattern of study (i.e. 2 or more units). Students who complete a pattern of study will then have Physical Activity and Sport Studies listed on their RoSA (either 100 hours or 200 hours).

The units are designed for those students with an interest in Sport Science, Anatomy and Physiology. Students considering careers in medicine, physiotherapy, nursing, sports training and coaching would receive great benefit from undertaking these courses.

There are no pre-requisites for any of the units and they may be studied in any order. Practical learning experiences include hands-on or experiential learning and may not necessarily resemble sports activities, e.g. developing practical skills of taping injured joints in Sports Medicine.

Sports Performance

This unit will focus on factors affecting sports performance, including topics such as:

- Techniques and strategies to enhance performance
- Sports nutrition
- Getting ahead of the opposition (Drugs in sport, sport psychology, ergogenic aides, the use of technology in sport)

In general, theory work comprises 50% of class time and **50% of class time is spent on practical activities** relating to the content being studied.

Sports Fitness

This unit will focus on programs and training factors that improve sports fitness, including topics such as:

- Fitness tests and measures
- Training each component of fitness
- Physiology for fitness
- Technology and fitness

In general, theory work comprises 50% of class time and **50% of class time is spent on practical activities** relating to the content being studied.

Sports Medicine

This unit will focus on the role sports medicine has on injury prevention, treatment and rehabilitation, including topics such as:

- Anatomy of injuries
- Injury prevention
- Rehabilitation from injuries
- Sports Medicine in action

In general, **this course is predominantly theory based** where theory work comprises 75% of class time and the remaining class time is spent on practical activities relating to the content being studied.

Sports Coaching

This unit will focus on the skills and knowledge required of a sports coach, including topics such as:

- Fundamentals of movement skill development
- Coaching characteristics and skills
- Developing coaching programs
- Coaching primary and junior students

In general, theory work comprises 50% of class time and **50% of class time is spent on practical activities** relating to the content being studied. Students will also be involved in coaching their peers as well as younger students from our feeder primary schools.

Anatomy and Physiology

This unit will focus on the skills and knowledge required of a sports coach, including topics such as:

- The Skeletal System
- The Muscular System
- The Cardiovascular System
- The Respiratory System
- The Human Body's Energy Systems

In general, **this course is predominantly theory based** where theory work comprises 85% of class time and the remaining class time is spent on practical activities relating to the content being studied.

ELECTIVE UNITS - TAS

Contact: Ms Rose/Mr Skelton

DESIGN AND TECHNOLOGY – GRAPHICS

Unit Code	Name	Fees	Prerequisites
TG01	Graphics Design	$20	Nil
TG02	Industrial Design	$40	Nil

Design and Technology

In accordance with the K-10 Curriculum Framework Design and Technology 7-10 syllabus, the study of Design and Technology takes into account the diverse needs of all students. The various focus areas provide opportunities for students to develop knowledge, understanding and skills in relation to Design and Technology in today's society. The Core Modules develop knowledge and skills in design techniques, which are enhanced and further developed through the study of subsequent specialised modules.

Students undertaking *Design and Technology* (100 hours) MUST complete the two Core Units TG01 and TG02 *or* TJ01 and TJ02 *or* TI01 and TI02.

Students wishing to undertake Design and Technology (200 hours) will then proceed to complete another two units not previously studied.

Graphics Design

In Unit 1, Graphics students will design and produce a range of Graphic Design products based around a common theme. Students will develop a range of skills in traditional drawing and rendering technics as well as utilising a range of computer software products and learn about Computer Aided Manufacturing equipment. Students will also be introduced to the basic elements of colour theory and layout design.

Industrial Design

In Unit 2, Graphics students will be focusing on product design and development. Using industry standard software such as Autodesk Fusion 360 and Autodesk Maya, Autodesk Inventor, Adobe Photoshop and Adobe Illustrator, students will model products they design in 3D. The final step with each project will involve the modelling of their project using CAD/CAM and utilising our vacuum forming process and laser cutter.

In each of the modules students will work either as individual or in small groups completing projects, which incorporate the elements of design. Each project will follow the design process and a folio of each project will be developed and submitted for assessment.

DESIGN AND TECHNOLOGY – FASHION, INTERIOR AND ACCESORIES

Unit Code	Name	Fees	Prerequisites
TI01	Fashion Design 1	$30	Nil
TI02	Accessories Design	$30	Nil
TI03	Fashion Design 2	$30	TI01
TI04	Interior Design	$30	Nil

Fashion Design 1

This course is designed to introduce beginners to Fashion Drawing. For those with creative ideas, this is the opportunity to learn how to draw a model and present your fashion design ideas in the most effective manner. The course covers principles of drawing fashion figures and exploring the use of various colour mediums. Students will explore these skills through a variety of contemporary design briefs such as Fairy costumes and Fashion of the future. Students will additionally research modern Australian Designers and their approaches to sustainable design.

Accessories Design

Students will learn to design various accessories that are used to enhance and embellish garments
The accessories component will enable students to develop, communicate and present designs for accessories such as bags and decorator items. Students may explore textile art techniques including fabric collage, felting, appliqué and machine embroidery. They will develop skills in management of project work and simple pattern production.
Students will examine the work of leading designers and how they develop accessories to market and extend their business.

Fashion Design 2

A major focus of this course will be to further develop of fashion drawing and design skills. By applying the elements and principles of design, students will develop quality fashion designs leading to visual presentations.
The work of past and current fashion designers incorporating a study of historical and contemporary trends will enable students to develop their own style. Students will work in groups to create a prototype for a red carpet outfit and also individually on an outfit for their future career.
Technologies used in the fashion design field including computer-aided design and global communication will be examined and students will complete case study work on related careers in the field of fashion design.

Interior Design

Students will investigate and develop designs in the areas of accessories design.
In the interior component students will examine and select appropriate furnishing, lighting and colour schemes in the design of interior spaces in a range of environments such as homes, cafes and commercial establishments.
Project work will involve students in preparing drawings, storyboards, visual presentations, models and small projects such as lampshades and home furnishings.

DESIGN AND TECHNOLOGY – JEWELLERY

Unit Code	Name	Fees	Prerequisites
TJ01	Core 1: Jewellery	$45	Nil
TJ02	Core 2: Jewellery	$45	TJ01
TJ03	Resin Jewellery	$45	TJ02
TJ04	Casting in Jewellery Design	$45	TJ03

Core 1: Jewellery

This Module explores ring and pendant design and also the production of basic stone settings. Students will learn to make Stone settings for both Cabochon and Facetted Stones, producing one off jewellery designs and themed sets which complement the stone settings. Students will be assessed on the quality of their design development and solutions.

Core 2: Jewellery

This Module explores designing pendants and earrings, students will develop skills relating to etching processes. They will produce pendants and earrings made from sterling silver and other semi-precious metals. All project work will be of an individual design where the focus will be for students to research and develop their own solutions to a defined design problem.

Resin Jewellery

This Module skills in Resin Jewellery work. The emphasis will be on creating an original resin project. All project work will be of an individual design where the focus will be for students to research and develop their own solutions to a defined design problem. Students will be assessed on the quality of their design development and solutions.

Casting in Jewellery Design

Students learn about state of the art casting techniques. They will create stunning pieces of work. This Unit uses industry specific technology and jewellery-making techniques. Students will be assessed on creativity, skill development and the quality of their solution.

FOOD TECHNOLOGY ELECTIVES

Unit Code	Name	Fees	Prerequisites
TF11	Food Technology 1	$60	Nil
TF12	Food Technology 2	$60	TF11
TF13	Food Technology 3	$60	Nil
TF14	Food Technology 4	$60	TF13

Food Technology can be offered as a 100-hour or a 200-hour course. Students undertaking the 100-hour course are required to complete 3 focus areas. Students studying the 200-hour course are required to complete 6 focus areas.

By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Assessment is largely based on project-based learning and practical experiences.

Food Technology 1

Food in Australia - Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Food Equity - Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

Food Technology 2

Food Equity - Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

Food for Special Occasions - Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

Food Technology 3

Food Selection and Health - The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Food Trends - Influences of food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.
Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Food Technology 4

Food Trends - Influences of food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.
Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Food Service and Catering - Are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.
Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

INDUSTRIAL TECHNOLOGY - ELECTRONICS

Unit Code	Name	Fees	Prerequisites
TEL1	Core 1 - Electronics 1	$35	Nil
TEL2	Core 2 - Electronics 2	$35	TEL1
TEL3	Module 3 - Electronics - Specialised	$35	TEL2
TEL4	Module 4 - Electronics - Specialised	$35	TEL3

Students undertaking Industrial Technology - Electronics (100 hours) MUST complete the two Core Modules TEL1 and TEL2. Students wishing to major in Industrial Technology – Electronics by completing 200 hours study for the ROSA will then proceed to TEL3 and TEL4. Students undertaking Industrial Technology – Electronics as an Interest only subject for one semester choose TEL1.

Students follow a prescriptive experiment-based introduction and development program in semesters one and two. In the third semester, students are able to direct their learning towards a specific topic in the general area of electronics. In the fourth semester students are able to specialise in one of three topic areas. Students who choose to study Electronics must complete two modules for a 100 hour course or four modules for a 200 hour course. The semester units must be studied in sequence.

Core 1 – Electronics 1

The study of the function of basic electronics components including Resistors, Diodes, Capacitors and Transistors. Experiments involving simple circuits using the components listed, including electronic calculations and product evaluation and use of test equipment to problem solve. Students will design projects that include using the 3D printer to print conduit. Circuit design using CAD and traditional methods, manufacture, presentation and evaluation will be applied to the introductory projects.

Core 2 – Electronics 2

The study of the function of basic electronic systems including Potential Dividers, Filers, Timers and Counters. Experiments involving simple circuits using the components listed, including electronic calculations, report writing and product equipment to problem solve. Construction of circuits using prototype techniques. Circuit design using CAD, manufacture, presentation and evaluation applied to the systems experienced. Projects include Light Detectors/Electronic Dice/Amplifiers/Decision Makers.

Module 3 – Electronics Specialised

The study of the development and application of Digital Electronics including Binary Logic, Logic Gates and Specialized Integrated Circuits. The development of circuits involving amplification, timing, Logic Sequencing. Use of test equipment to problem solve. Computer simulation of digital designs. Circuit design using CAD, manufacture, presentation and evaluation of the integrated systems. The study of industrial processes involved in PCB manufacture will be studied and practiced. Projects include FM Transmitters/Multimeter.

Module 4 – Electronics Specialised

The application of the acquired knowledge of electronics and electronics systems to digital electronic systems. Advanced applications of Logic Gates in solving design problems, Computer simulation and CAD based designing. Development and construction of digital circuits to solve design problems. Creation of integrated electronics systems. The application of the acquired knowledge of electronics and electronics systems to Audio Applications. Amplification, signal generation, signal manipulation and modulation, sound effects and commercial applications. Use of diagnostics and test equipment in advanced problem solving as used in industry. Development and production of Audio Circuits. Use of CAD and CAE programs. Projects include Logic probes, House alarms and related projects.

INDUSTRIAL TECHNOLOGY - METAL

Unit Code	Name	Fees	Prerequisites
TM01	General Metal - Core Module 1	$30	Nil
TM02	General Metal - Core Module 2	$30	TM01
TM03	Metal Fabrication - Specialised Module 3	$30	TM02
TM04	Metal Fabrication - Specialised Module 4	$30	TM03

In accordance with the K-10 Curriculum Framework Industrial Technology 7-10 syllabus, the study of Metal takes into account the diverse needs of all students. The metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the Metal and associated industries.

The two Core Modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of subsequent specialised modules.

Students undertaking Industrial Technology - Metal (100 hours) MUST complete the two Core Modules TM01 and TM02. Students wishing to major in Industrial Technology – Metal by completing 200 hours study will then proceed to TM03 and TM04.

Assessment is largely based on the student's ability to carry out Workplace, Health and Safety procedures when in the workshop environment, their ability to produce quality practical projects, related theory and design portfolio work.

General Metal – Core Module 1

This is a practical unit that introduces students to a range of tools, equipment, shaping and joining techniques and safety associated with Metal Machining and Fabrication. Students will complete a variety of practical projects using hand and machine tools and will develop a basic knowledge of how to read and interpret engineering drawings associated with design, layout and planning of fabrication and machining projects. Experience will be gained in metal cutting, threading, basic lathe operations and finishing. Equipment will include, the lathe, drill press and pan brake sheet metal folder in addition to a range of hand and power tools.

General Metal – Core Module 2

This unit expands upon General Metal – Core Module 1. Students will further develop their knowledge and skills in the use of tools and equipment used in the metal industry. Practical experience will be gained in a variety of lathe and milling techniques. Students will be introduced to Fuel Gas and Gas Metal Arc Welding in conjunction with experience in hot and cold forming techniques, use of power cutting saws, sheet metal shears, brazing, soft soldering and heat treatment.

Metal Fabrication - Specialised Module 3

This unit builds upon TM01 & TM02. Students will present a major project and information folio that expands their knowledge of Fitting and Machining, and Metal Fabrication. Students will be required to present planning and layout drawings for projects utilising engineering standards. Simple CAD techniques will be required to produce full or partial working drawings.

Metal Fabrication – Specialised Module 4

Students at this stage will have achieved sound knowledge in WHS issues, materials, equipment, tools and machines e.g. band saw, mortising machine and a wide range of hand power tools. They will have experienced a range of processes and construction techniques, supported with the application of design principals. Workshop communication skills, Societal and Environmental Impact will also be addressed. Students will achieve the outcomes of this Module through the construction of individual projects. Additional costs may result from the purchase of materials for this project.

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Unit Code	Name	Fees	Prerequisites
TMM5	Core 1: Design (Graphics and Web)	$15	Nil
TMM6	Core 2: Video Production	$15	Nil
TMM7	Specialised Module 3: Interactive Applications	$15	Nil
TMM8	Specialised Module 4: Game Art	$15	Nil

In accordance with the K-10 Curriculum Framework Industrial Technology 7-10 syllabus, the study of Industrial Technology - Multimedia takes into account the diverse needs of all students. The multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries.

The two Core Modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of subsequent specialised modules. Within each of the core modules there is comment content relating to WHS, communication, impact etc.

Students undertaking Industrial Technology - Multimedia (100 hours) **MUST complete the two Core Modules TMM1 and TMM2**. Students wishing to major in Industrial Technology - Multimedia by completing 200 hours study will then proceed to TMM3 and TMM4. Students may elect to study Multimedia TMM1 as an Interest only subject for one semester. Students may wish to study either of the Core units as a 50 hour interest only course, however, this will not be reflected on their RoSA.

In each unit students will work individually or in pairs to produce a completed project that is complemented with a matching management, research and design portfolio. This is then presented to the class by the individual or group at the end of each term. Both portfolio and presentation are marked as part of the assessment for these units.

Core Module 1: Design (Graphics and Web)

In this course, students will be development their production graphic techniques by manipulating, developing and creating graphics in Adobe Photoshop. Students will also learn to build a responsive website. Students will design and produce creative and unique graphics aligning to the principles of design, which will be used in their major project.

Core Module 2: Video Production

In this course, students will be involved in creating their own video production masterpiece. In small groups, students will follow the steps of the design process to take their ideas from concept to realisation. Students could use hardware such as video cameras and tripods to capture their own footage of their concept. Students will learn to collate and edit their footage in Adobe Premiere and add on the final finishing touches to their masterpiece.

Specialised Module 3: Interactive Applications

In this course, students will design and develop an interactive application suitable for education using Adobe Animate. Students will learn how to create and manipulate digital media and understand the difference between user interface and user experience. Students will undertake research about a chosen demographic and other education tools on the market, and apply this research to a major project.

Specialised Module 4: Game Art

In this course, students will learn to build the environments, create the characters and craft the vehicles just like the games they love to play. They will learn about modeling, texturing, animation and level design. Game art development is a dynamic medium that showcases their creative ability.

INDUSTRIAL TECHNOLOGY - WOOD

Unit Code	Name	Fees	Prerequisites
TW01	General Wood - Core Module 1	$35	Nil
TW02	General Wood - Core Module 2	$35	TW01
TW03	Cabinetwork - Specialised Module 3	$40	TW02
TW04	Cabinetwork - Specialised Module 4	$40	TW03

In accordance with the K-10 Curriculum Framework Industrial Technology 7-10 syllabus, the study of Industrial Technology - Timber takes into account the diverse needs of all students.

The Timber units provides opportunities for students to develop knowledge, understanding and skills in relation to the Timber and associated industries.

The two Core Modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of subsequent specialised modules.

Students undertaking Industrial Technology — TIMBER (100 hours) MUST complete the two Core Modules TW01 and TW02.

Students wishing to major in Industrial Technology — TIMBER by completing 200 hours study will then proceed to: TW03 and TW04

Students undertaking Industrial Technology — TIMBER TW01 as an interest only subject for one semester are to choose: TW01

General Wood – Core Module 1

This module involves students learning about WHS and risk assessment, Materials, Tools and Techniques, and Links to Industry. Students will learn the functional and aesthetic aspects of design principles and processes. They will learn Workplace Communication Skills; Societal and Environmental Impact Issues and a range of techniques and skills to enhance the appearance of projects. The outcomes of this Module will be addressed through the construction of individual projects.

General Wood – Core Module 2

This module further develops the content learnt in the Core Module 1 to develop a sound knowledge base in Industrial Technology Timber, prior to moving into Specialised Modules 3 & 4. Students will learn to use a range of power and machine tools used for sanding, drilling and turning. Students will achieve the outcomes of this Module through the construction of individual projects.

Cabinetwork - Specialised Module 3

With the Core Module backgrounds, students now have the opportunity to develop more specific cabinetwork skills and techniques. Student's knowledge of hardware and allied materials, use of machinery and links to industry are expanded. Students will achieve the outcomes of this Module through the construction of individual projects.

Cabinetwork - Specialised Module 4

Students at this stage will have achieved sound knowledge in WHS issues, materials, equipment, tools and machines e.g. band saw, mortising machine and a wide range of hand power tools. They will have experienced a range of processes and construction techniques, supported with the application of design principals. Workshop communication skills, Societal and Environmental Impact will also be addressed. Students will achieve the outcomes of this Module through the construction of individual projects.

INFORMATION AND SOFTWARE TECHNOLOGY

Unit Code	Name	Fees	Prerequisites
TC01	Core 1 – Processing Data	$15	Nil
TC02	Core 2 – Connecting with the World	$15	Nil
TC03	Robotics and Artificial Intelligence	$15	Nil
TC04	Game Programming	$15	Nil
TC05	Digital Media	$15	Nil
TC06	App Development	$15	Nil

Students wishing to study Information and Software Technology need to complete TC01 and TC02. Students studying the subject as a 200 hour course need to include another 2 Semester units, selecting from TC03, TC04 or TC05. Each unit is self-contained and does not have prerequisites. More than four units can be studied provided that other NESA requirements are met. Individual units may be chosen as interest electives.
Assessment for all units will be based on various strategies including, practical projects, and presentations, written and practical tests. Information and Software Technology units are not prerequisites for Computing based courses in the Higher School Certificate.

Core 1 – Processing Data

This unit is compulsory for all students studying Information and Software Technology in Stage 5. It may, however, be studied at any time during Stage 5. The course covers the Hardware and Software associated with computing, the People involved and their historic perspective and the Issues arising from computer use. A major focus will be on using Microsoft Office products to collect and manipulate data in project work. This will include learning about Microsoft Excel and Access for analysis and presentation of data.

Core 2 – Connecting with the World

This unit is compulsory for all students studying Information and Software Technology in Stage 5. It may, however, be studied at any time during Stage 5. The course covers Past, Current and Emerging Technologies, Data Handling and Designing, Producing and Evaluating Solutions. These focus areas will be studied in the context of The Internet and Website Development, which will include a major project in html and creating a website using Adobe Muse.

Robotics and Artificial Intelligence

Students will consider the design, production and evaluation of a range of projects based around the use of programmable robots. The course will focus on eV3 Lego robotics and their design. In doing so, this course aims to look at the use and development of artificial intelligence as well as designing and using simulations and modelling techniques. A major project will be included.

Game Programming

Students will investigate the processes by which games are developed including case studies into existing games and developers. Students will develop a range of simple to complex games using game making specific software. A major project will be included.

Digital Media

Students will study the nature and manipulation of various media (text, audio, music, graphics, animation, and video) associated with computing. They will be involved in using Adobe Photoshop for creation of graphics and animation. Video collection using Drone operated cameras. The major project will involve designing a virtual reality for a headset with a smartphone application.

App Development

This unit is designed for students who wish to learn about designing and making apps for mobile devices. The focus of this course will be the roles that digital devices such as smart phones and tablets are taking in daily life. The students will investigate a range of devices and applications including a main focus on programming apps for android phones. A major project will be included.

iSTEM - INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Unit Code	Name	Fees	Prerequisites
IS01	Engineering Fundamentals	$30	Nil
IS02	3D CAD /CAM	$30	Nil
IS03	Motion and Mechatronics	$30	Nil
IS04	Independent Research Project	$30	IS01, IS02 & IS03

Integrated STEM education incorporates Science, Technology, Engineering and Mathematics into one unique subject. The subject focuses on utilizing the design process to solve real world problems using relevant scientific and mathematical concepts. Students who have demonstrated exceptional ability in their science, mathematics or technology classes will potentially be offered a position in this class.

In each of the modules, students will work either as an individual or in small groups to complete projects which incorporate critical and creative problem solving using scientific and mathematical concepts. Each project will follow the design process and a folio for each project will be developed, forming the basis for assessment.

Engineering Fundamentals

The first half of this module is aimed at developing an understanding of the basic principles associated with iSTEM. Students will undertake a range of experimental, group work and inquiry-based learning activities to develop a deep knowledge and understanding of Engineering; Skills, Technologies, Principles & Processes and Mechanics. The second half of this module will be an introduction to engineering concepts; in particular, a study of aerodynamics using the F1 in Schools Program. Throughout this module, students will use inquiry-based learning strategies to develop solutions to aerodynamic problems.

3D CAD/CAM

In this module students will explain aerodynamic principles and design, construct or simulate solutions to problems related to friction. The course focuses on constructing models to aerodynamic problems. They will manufacture three dimensional objects which they designed using Computer Aided Design (CAD) and produced using Computer Aided Manufacturing (CAM). Relevant scientific and mathematical skills will be used to calculate aerodynamic forces.

Motion and Mechatronics

For the first project in this module students will use inquiry-based learning strategies to problems associated with motion. They will develop and plan solutions to problems using logic gates. Students will explore and interact with the mathematical principles that govern kinematics, physical forces, and signal transmission within an electronic system. The second project combines mechanical and electrical systems to generate a mechatronics focused design project.

Independent Research Project

In this module students are to develop and realise a major scientific research project. The project involves students using inquiry based learning strategies to apply appropriate design, production and evaluation skills to a contemporary scientific or technological based problem. The students relate the techniques and technologies used in previous modules to those used in the development of the research project. Data analysis and mathematical communication skills will be developed to assist students in interpreting their experimental results and explaining their proposed solution. The research project is expected to be similar to a science fair concept, popular in the United States.

TEXTILES ELECTIVES

Unit Code	Name	Fees	Prerequisites
TT05	Textiles 1	$30	Nil
TT06	Textiles 2	$30	TT05
TT07	Textiles 3	$30	TT06
TT08	Textiles 4	$30	TT07

In accordance with the K-10 Curriculum Framework, the Textiles Technology Syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes and involves students investigating textiles through practical experience and processes such as research, making and management. The course commences with TT01, having an intensive beginners session on using the sewing machine. TT01 has students who may have had no prior experience learn the fundamentals of a sewing machine.

Assessment is largely based on practical work with related assignment work and unit tests.

Textiles 1

Core Area: Design **Focus Area:** Apparel

This unit will examine the current fashion market with an in-depth look at popular marketing strategies and fashion retail. Students have the opportunity to focus their project on a fashion designer to use as inspiration for their own original garment piece. Students will be introduced to commercial patterns and basic garment construction techniques using woven fabrics. Students will develop skills in creating a professional fashion portfolio including fashion drawing where they will participate in a workshop at the infamous Whitehouse Institute of Design.

Textiles 2

Core Area: Properties and Performance of Fibres **Focus Area:** Non- Apparel

This unit will involve students creatively developing a non-apparel item such as a bag, laptop cover, phone cover, pencil case, etc. Students will learn to make informed choices about fabrics and their use for specific purposes. This will be the main driver for their project where they will be testing and experimenting with fibre properties. Students will develop skills in creating a professional portfolio including production sketches.

Textiles 3

Core Area: Textiles and Society **Focus Area:** Costume

During this unit, students will learn about the relationship between the function and aesthetics of a product through a particular focus on costume design and production. Students will have the opportunity to focus on a famous production or film and study the purpose of costume as a means of expression and decoration. Their project will involve producing a costume for the selected film/production where they must produce a costume for a particular character of their choice. Students will develop and produce a portfolio which will entail designs, production drawings and fabric samples.

Textiles 4

Core Area: Textiles and Society **Focus Area:** Textile Art

This unit will study the creative processes used by textiles artists. Students will investigate and apply methods of colouration and decoration techniques to their projects. Techniques may include batik, marbling, printing, fabric painting, applique, embroidery, computerised embroidery, quilting and digital heat transfer. Project work will focus on creating a textile art piece, with inspiration being drawn from each year's METgala ball.

ELECTIVE UNITS – Learning & Support

Contact: Ms Shimell

Unit Code	Name	Fees	Prerequisites
LW01	Practical Application to Assessment & Learning Sem 1 (Interest based only)	$0	Invite only
LW02	Practical Application to Assessment & Learning Sem 2 (Interest based only)	$0	Invite only

Practical Application to Assessment & Learning 1 & 2 (Interest based only)

This course has been designed to allow students to gain a better understanding about how they learn. It has a strong practical focus and includes an in depth understanding of the following areas: learning styles, goals and targets, time management, study skills, organisational skills and assignment support. This course is designed to supplement and support student learning and is run by the Learning and Support Team. This course is only available upon recommendation of a staff member and selection is based on need as determined by the Learning and Support Team.

STAGE 5 COURSE LIST

CAPA ELECTIVES

DANCE

Unit Code	Name	Fees	Prerequisites
DN01	Performance and Composition	$25	Nil
DN02	Jazz and Contemporary	$25	Nil
DN03	Urban and Musical Theatre	$25	Nil
DN04	Choreography and Dance on Film	$25	Nil

DRAMA

Unit Code	Name	Fees	Prerequisites
DR01	Putting it Together (Playbuilding)	$15	Nil
DR02	On the Spot (Improvisation)	$15	Nil
DR03	All the World's a Stage (Theatre Styles)	$15	Nil
DR04	The Power of Drama (Non-Naturalism) – Year 10 only	$15	One other drama course

MUSIC

Unit Code	Name	Fees	Prerequisites
MS01	Australian Music	$25	Nil
MS02	Baroque and Roll	$25	Nil
MS03	Just Like that old time Rock' n Roll	$25	Nil
MS04	Recording Industry Skills	$25	Nil

VISUAL ARTS

Unit Code	Name	Fees	Prerequisites
CA01	Visual Arts – Drawing	$25	Nil
CA02	Visual Arts – Painting	$25	Nil
CA03	Visual Arts – Ceramics	$30	Nil
CA05	Visual Arts – Printmaking	$30	Nil
CAV1	Inspired Visual Arts (Interest based only)	$30	Nil
VA01	Advanced Visual Arts 1	$25	Nil
VA02	Advanced Visual Arts 2	$25	VA01

VISUAL DESIGN

Unit Code	Name	Fees	Prerequisites
VD01	Visual Design 1	$25	Nil
VD02	Visual Design 2	$25	VD01

PHOTOGRAPHY

Unit Code	Name	Fees	Prerequisites
PH01	Photography 1	$25	Nil
PH02	Photography 2	$25	PH01

ENGLISH ELECTIVES

ENGLISH

Unit Code	Name	Fees	Prerequisites
EWW1	Writing and Writers (Interest based only)	$0	Nil
EHM1	History at the Movies (can count as History Elective hours for the RoSA)	$0	Nil
LB01	Finding the Fake – Year 10 only (Interest based only)	$0	Nil

HSIE ELECTIVES

COMMERCE

Unit Code	Name	Fees	Prerequisites
HC05	The Consumer and Business World (Year 9)	$0	Nil
HC06	Towards Independence (Year 9)	$0	Nil
HC07	Economics and Business in Action (Year 10)	$0	Nil
HC08	Law and Politics (Year 10)	$0	Nil

GEOGRAPHY

Unit Code	Name	Fees	Prerequisites
HG01	World Disasters	$0	Nil
HG02	Political Geography	$0	Nil

HISTORY

Unit Code	Name	Fees	Prerequisites
HH01	History's Mysteries	$0	Nil
HH02	History of Warfare Technology	$0	Nil
HH03	Constructing History	$0	Two other History Elective courses
HH04	CSI in the Ancient World	$0	Nil
HH05	Hitler to JFK	$0	Nil
EHM1	History at the Movies (can count as History Elective hours for the RoSA. This course will be delivered by the English KLA)	$0	Nil

LANGUAGE ELECTIVES

JAPANESE

Unit Code	Name	Fees	Prerequisites
LJ01	Japanese 1	$35	Year 8 (100 hours) or equivalent
LJ02	Japanese 2	$0	LJ01 or equivalent
LJ03	Japanese 3	$0	LJ02 or equivalent
LJ04	Japanese 4	$0	LJ03 or equivalent

MATHEMATICS ELECTIVES

MATHEMATICS

Unit Code	Name	Fees	Prerequisites
MM02	Preparing for Senior Mathematics – Year 10 only (Interest based only)	Course Booklets	5.3 Mathematics
MM03	Trade Maths (Interest based only)	Course Booklets	Nil
MM04	Money Matters (Interest based only)	Course Booklets	Nil

PDHPE ELECTIVES

CHILD STUDIES

Unit Code	Name	Fees	Prerequisites
CS01	Child Studies 1 - The World is My Playground	$25	Nil
CS02	Child Studies 2 - Best Start to Life	$25	Nil

HIGH PERFORMANCE SPORT

Unit Code	Name	Fees	Prerequisites
HP01	High Performance Soccer – Year 9 only (Interest based only)	$0	Nil
HP02	High Performance Cricket (Interest based only)	$0	Nil

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

Unit Code	Name	Fees	Prerequisites
PP01	Sports Performance	$0	Nil
PP02	Sports Fitness	$10	Nil
PP03	Sports Medicine	$10	Nil
PP04	Sports Coaching	$0	Nil
PP05	Anatomy and Physiology	$0	Nil

TAS ELECTIVES

DESIGN AND TECHNOLOGY

Unit Code	Name	Fees	Prerequisites
TG01	Graphics Design	$20	Nil
TG02	Industrial Design	$40	Nil
TI01	Fashion Design 1	$30	Nil
TI02	Accessories Design	$30	Nil
TI03	Fashion Design 2	$30	TI01
TI04	Interior Design	$30	Nil
TJ01	Core 1 – Jewellery	$45	Nil
TJ02	Core 2 - Jewellery	$45	TJ01
TJ03	Resin Jewellery	$45	TJ02
TJ04	Casting in Jewellery Design	$45	TJ03

FOOD TECHNOLOGY

Unit Code	Name	Fees	Prerequisites
TF11	Food Technology 1	$60	Nil
TF12	Food Technology 2	$60	TF11
TF13	Food Technology 3	$60	Nil
TF14	Food Technology 4	$60	TF13

INDUSTRIAL TECHNOLOGY - ELECTRONICS

Unit Code	Name	Fees	Prerequisites
TEL1	Core 1 - Electronics 1	$35	Nil
TEL2	Core 2 - Electronics 2	$35	TEL1
TEL3	Module 3 - Electronics - Specialised	$35	TEL2
TEL4	Module 4 - Electronics - Specialised	$35	TEL3

INDUSTRIAL TECHNOLOGY - METAL

Unit Code	Name	Fees	Prerequisites
TM01	General Metal - Core Module 1	$30	Nil
TM02	General Metal - Core Module 2	$30	TM01
TM03	Metal Fabrication - Specialised Module 3	$30	TM02
TM04	Metal Fabrication - Specialised Module 4	$30	TM03

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Unit Code	Name	Fees	Prerequisites
TMM5	Core 1: Design (Graphics and Web)	$15	Nil
TMM6	Core 2: Video Production	$15	Nil
TMM7	Specialised Module 3: Interactive Applications	$15	Nil
TMM8	Specialised Module 4: Game Art	$15	Nil

INDUSTRIAL TECHNOLOGY - WOOD

Unit Code	Name	Fees	Prerequisites
TW01	General Wood - Core Module 1	$35	Nil
TW02	General Wood - Core Module 2	$35	TW01
TW03	Cabinetwork - Specialised Module 3	$40	TW02
TW04	Cabinetwork - Specialised Module 4	$40	TW03

INFORMATION AND SOFTWARE TECHNOLOGY

Unit Code	Name	Fees	Prerequisites
TC01	Core 1 – Processing Data	$15	Nil
TC02	Core 2 – Connecting with the World	$15	Nil
TC03	Robotics and Artificial Intelligence	$15	Nil
TC04	Game Programming	$15	Nil
TC05	Digital Media	$15	Nil
TC06	App Development	$15	Nil

iSTEM - INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Unit Code	Name	Fees	Prerequisites
IS01	Engineering Fundamentals	$30	Nil
IS02	3D CAD /CAM	$30	Nil
IS03	Motion and Mechatronics	$30	Nil
IS04	Independent Research Project	$30	IS01, IS02 & IS03

TEXTILES

Unit Code	Name	Fees	Prerequisites
TT05	Textiles 1	$30	Nil
TT06	Textiles 2	$30	TT05
TT07	Textiles 3	$30	TT06
TT08	Textiles 4	$30	TT07

LEARNING & SUPPORT ELECTIVES

PRACTICAL APPLICATION TO ASSESSMENT & LEARNING

Unit Code	Name	Fees	Prerequisites
LW01	Practical Application to Assessment & Learning Sem 1 (Interest based only)	$0	Invite only
LW02	Practical Application to Assessment & Learning Sem 2 (Interest based only)	$0	Invite only

INFORMATION SHEET FOR STUDENTS

Locating the subject selection booklet and entering selections online

Further information for 2021 Stage 5 subject selections can be found on Canvas and via the school website.

By the end of Stage 5 (Year 10) students will have completed a total of 12 elective units. For a subject area to appear on a student's RoSA they must complete either:

1. Two units from the same subject area = 100 hours.

   OR

2. Four units from the same subject area = 200 hours.

There will be remaining units which may be used to study other areas of interest.

Each subject area has their own rules and regulations for elective units. All rules are stated in this booklet and it is the student's responsibility to ensure these are followed. Please ensure all rules and regulations are read and understood.

For full details of the subjects available to students in 2021 visit the Stage 5 Curriculum Area on the school website.

The selection process:

Each student will receive an individualised letter with their unique access code for the online selections. This letter will also contain the web link and other required information necessary to compete their choices.

A printed copy of the subject choices made, must be signed by a parent/carer and returned to the Head Teacher Stage 5.

Please note that the school constructs the course lines, staffing and timetabling each semester and therefore **not all courses may be available** each semester.

Students need to keep a copy of their Year 9 and Year 10 subject selection choices.