SUBJECT SELECTION BOOKLET

FOR

YEAR 9 STUDENTS

2024

CONTENTS

Accelerated Courses:

Accelerated courses will be by Invitation ONLY.

Stage 5 Curriculum Requirements

When presenting for Stage 5 at Northmead Creative and Performing Arts High School, a student's course pattern will be structured to follow the NSW Education Standards Authority (NESA) requirements as follows. All students must study:

1. English
2. Mathematics (5.3, 5.2 or 5.1)
3. Science
4. History
5. Geography
6. Personal Development/Health and Physical Education
7. Sport

Plus

3 x Electives (each student will select 3 subjects)

Students **must** study at least **200 hours of NESA endorsed** electives in Year 9 and 10.

In this booklet, course information pages will display the following:

N — for courses which are NESA Endorsed.

S — for courses which are School Developed/ NSW DoE approved elective course.

Please be aware the School Developed/ NSW DoE approved elective courses will not appear on a student's record of School Achievement (RoSA).

Students must take at least 1 NESA Endorsed course.

GENERAL INFORMATION

1 In Years 9 and 10 all students continue to study English, Mathematics, Science, History/Geography and PD/Health/PE along with three elective strands. Placement in Mathematics 5.3 (highest level),5.2 and 5.1 courses will be determined by performance and results in Year 8.

2 Career Education will be timetabled for all students at some stage during Year 9.

3. The elective subjects are listed in the table of contents. More information on each elective is given in the next pages.

4. Every effort will be made to form the elective groups so that as many students as possible study the electives of their choice. If the number of students electing a subject is too small to form a viable class, or if there is an accommodation or staffing problem, the subject may **NOT** be available.

5. **Students with any questions should talk to the Student Adviser – Mrs Allen or Mrs Frith or to the relevant Subject Head Teacher. Parents with questions are welcome to ring the school on 9630 4116.**

Subject – AGRICULTURE

Head Teacher:
Fee: $40

N

Description:

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries. Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption. The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. The course focuses on both plant and animal production enterprises. Plant enterprises will include vegetable and field crop production. Students will learn to sow, manage, harvest and market these products. The animal enterprises will include animals such as sheep, cattle, goats and poultry.

What will students learn about?

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

What will students learn to do?

Students must participate in 'hands on' practical activities to achieve the outcomes of this syllabus. The minimum allocated time for practical activities in this course is 50%. These practical experiences may include field work, small plot activities and laboratory work. Animal husbandry practices such as feeding, drenching and shearing will be carried out with all animals. Students may also be involved in showing the plants and animals at local agricultural shows. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Assessments:

Assessment for this course may include practical, skills-based tests, written tests, research assignments, experimental trials, and class presentations.

Subject – CHILD STUDIES

N

Head Teacher: Mr McKenzie

Fee: $50

Description:

Child Studies gives students a basic understanding of contraception, conception, pre-natal development, antenatal care and birthing. The course includes 10 elective topics: Preparing for Parenthood, Conception to Birth, Newborn Care, Growth and Development, Food and Nutrition in Childhood, Play and the Developing Child, Health and Safety in Childhood, Children and Culture, Media and Technology in Childhood and Childcare Services and Career Opportunities.

Students will have the opportunity to use the "virtual reality doll" over a period of time to gain confidence and a greater understanding of the parental requirements of infants.

Students considering careers in allied health, childcare, early childhood studies and teaching will find this course a valuable experience. This course will give students a valuable insight into these career options.

Aim

The Childhood Studies course aims to develop knowledge and a deep understanding of the needs of young children, the importance of play and the issues of safety when caring for a child. It also aims to develop an awareness and appreciation of resources and services vital for the development of both children and families.

Outcomes

At the completion of Year 10 students should be able to:

- Identify the implications that parenthood has on one's life.
- Understand the nature of contraception, conception and pregnancy.
- Explain the various stages of labour and have an awareness of different birth processes and methods.
- Explain and evaluate the growth and development of young children.
- Identify and justify the role of individuals, organisations and facilities in the caring of children.
- Interact safely with children.
- Critically examine, select and use technology to document, evaluate and apply research information from a variety of sources.
- Appreciate the demands made on those responsible for the care of young children.

Assessments

Assessments include class and theory work, practical tasks, research tasks, and oral presentations.

Subject - COMMERCE

N

Head Teacher: Ms Tanovic

Fee: Nil

Description
Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way.

Topics may include:

- Consumer and Financial Decisions,
- The Economic and Business Environment,
- Law, Society and Political Involvement,
- Employment and Work Futures,
- Running a Business,
- Travel,
- Investing and Towards Independence.

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

Outcomes
Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students.

- It emphasises the potential and use of information and communication technologies.
- Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies.
- In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Assessments

Assessment events may include:

Individual tasks; examinations and infographics

Group tasks; multi-modal and video presentations.

Subject - COMPUTING TECHNOLOGY

N

Head Teacher: Mr. McKenzie

Elective Fee: $40.00

Description

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

The Major areas of study that will be covered: Modelling networks and social connections, Designing for user experience, Analysing data, Building mechatronic and automated systems, Creating games and simulations, Developing apps and web software.

Aims of the course

The aim of Computing Technology to become safe and responsible users of computing technologies and developers of innovative digital solutions, develop an understanding of the interrelationships between technical knowledge, social awareness and project management

develop their ability to think creatively to produce and evaluate products, develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Outcomes

- selects and applies safe, secure and responsible practices in the ethical use of data and computing technology CT5-SAF-01
- applies iterative processes to define problems and plan, design, develop and evaluate computing solutions CT5-DPM-01
- manages, documents and explains individual and collaborative work practices CT5-COL-01
- understands how innovation, enterprise and automation have inspired the evolution of computing technology CT5-EVL-01
- explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts CT5-DAT-01
- acquires, represents, analyses and visualises simple and structured data CT5-DAT-02

Assessments

The hands-on nature of the course means that a large proportion of the assessment is in terms of practical projects, individual and collaborative, for each of the major areas of study. In additions to these projects, half yearly and yearly exams form part of the overall assessment in both year 9 and 10.

Subject – DESIGN & TECHNOLOGY

N

Head Teacher: Mr McKenzie
Fee: $75

Description

The Design and Technology course introduces students to the skills required for the design process across a wide range of areas. These can include: metal, plastics, leather, computing, fabrics, graphics and timber. A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation. The design project should be relevant to the student and address a pre- determined need.

Aims of the Course

The focus areas of Design and Technology provide meaningful contexts for the design project work and support the development of knowledge and understanding of the various stages in the approach to designing, producing and evaluation. Focus areas may include:

- Accessory
- Architectural
- Communication systems
- Digital media
- Environmental
- Furniture
- Graphical
- Industrial
- Information systems
- Interior
- Landscape
- Packaging

Outcomes

By the end of Year 10 students should be able to:

- Identify and manage the risks and WH&S issues associated with the use of a range of materials, hand tools, machine tools and processes
- Apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects
- Develop an understanding of innovation
- Design, plan and construct projects
- Evaluate products in terms of design, functional, economic and aesthetic qualities.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects in conjunction with the research and design of these projects. In addition, written practical tests, research projects and written reports will be issued to assess student's performance.

Subject – FOOD TECHNOLOGY

N

Head Teacher: Mr McKenzie
Fee: $120

Description

In contemporary Australia consumers are presented with an astounding array of food products of both national and international origin. Studying Food Technology will give students the opportunity to explore food related issues through a range of theoretical and practical experiences. These experiences will equip students with the knowledge they need to make informed and appropriate choices relating to; food, nutrition, hygiene, safety and technology. Students will cover the focus areas of Food Nutrition and Selection, Food for Special Needs, Food Trends, Food Service and Catering, and Food for Special Occasions.

Students will be taught to design, produce and evaluate solutions involving food technology. Learnt skills are transferable to other subjects, future careers and life contexts. Examples of career paths include; chef, dietician, nutritionist, food critic, food technologist, health educator, hospital catering officer, food and beverage manager, etc.

Aims of the Course

The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

Outcomes

At the completion of Year 10 students should be able to:

- Identify WHS issues and demonstrate hygienic handling of food to ensure a safe end product.
- Describe, account for, and apply knowledge about the chemical and physical properties of food during processing, preparation and storage.
- Describe and justify the relationship between food consumption, the nutritional value of foods, and the health of individuals and communities.
- Collect, evaluate, apply and communicate ideas using a range of media and using appropriate terminology.
- Prepare, plan, present and evaluate food solutions for specific purposes.
- Examine and evaluate the impact of relationships between food, technology and society.

Assessments

Assessments include; class and theory work, practical and assessment tasks.

Requirements

Work Health and Safety standards apply requiring students to wear fully enclosed leather shoes in practical lessons. In addition, students must wear an apron (white) to protect their school clothes. An elective fee is essential to cover food consumables and work/recipe booklet.

Subject – INDUSTRIAL TECHNOLOGY ENGINEERING

N

Head Teacher: Mr McKenzie
Fee: $80

Description

Students undertaking Industrial Technology – Engineering will have opportunities to develop knowledge, understanding and skills in relation to engineering and its associated industries, with the emphasis on practical experiences. Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures (bridges, buildings, dams, chairs etc) and mechanisms (levers, pulleys, gears, cams etc). These are enhanced and further developed through the study of specialist modules in control systems (robotics, electronics, hydraulics, pneumatics etc) and alternative energy (solar, wind etc).

Aims of the Course

The aim of Industrial Technology – Engineering will reflect opportunities to develop specific knowledge, understanding and skills related to Engineering. These may include:

- Small structures
- Small vehicles
- A range of devices and appliances
- Robotics projects
- Electronic and mechanical control systems.

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

Outcomes

By the end of Year 10 students should be able to:

- Identify and manage the risks and WH&S issues associated with the use of a range of materials, hand tools, machine tools and processes
- Apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects
- Select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- Evaluate products in terms of functional, economic and aesthetic qualities and quality of construction
- Describe and analyse the impact of technology on society and the environment.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects. In addition, written and practical tests, research projects and written practical reports will be issued to assess students' performance.

Subject – INDUSTRIAL TECHNOLOGY MULTIMEDIA

Head Teacher: Mr McKenzie
Fee: $50

N

Description

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries. 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 specialist modules in multimedia-based technologies.

Aims of the Course

The aim of Industrial Technology – Multimedia is to produce practical projects that reflect The nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies. These may include:

- Individual photographic images
- Photographic presentations
- Brochures incorporating photographic images
- Photo journals
- Computer animations
- Webpages.

Outcomes

By the end of Year 10 students should be able to:

- Safely use computing equipment and associated materials
- Identify and use a range of still image formats
- Use a range of techniques to produce multimedia presentations
- Capture and/or create motion using a range of methods
- Apply design skills and principles to the production of a webpage.

Assessments

As practical work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects in conjunction with the research and design of these projects. In addition, written practical tests, research projects and written reports will be issued to assess student's performance.

Subject – INDUSTRIAL TECHNOLOGY TIMBER

N

Head Teacher: Mr McKenzie
Fee: $80

Description

Industrial Technology – Timber provides students with an opportunity to engage in a diverse range of creative and practical experiences using a variety of tools and equipment widely available in industrial and domestic settings. Core modules develop knowledge and skills in the use of materials, tools and techniques related to general woodwork which are further enhanced through the study of specialist modules in Cabinetwork and Wood Machining

Aims of the Course

The aim of Industrial Technology –Timber is to develop students' knowledge, understanding, skills and values related to a range of technologies through safe interaction with materials, tools and processes. This is achieved through careful planning, development and construction of quality practical projects. The course also aims to develop students' understanding of the relationship between technology, individual and societal needs and the environment.

Outcomes

By the end of Year 10 students should be able to:

- identify and manage the risks and WH & S issues associated with the use of a range of materials, hand tools, machine tools and processes
- apply design principles, identify and competently use appropriate tools and processes to produce quality practical projects
- select, apply and interpret a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- evaluate products in terms of functional, economic and aesthetic qualities and quality of construction
- describe and analyse the impact of technology on society and the environment

Assessments

As practical project work is the major focus of the course, it follows that much of the assessment will take place in the context of the quality of these projects. In addition, written and practical tests, research projects and written practical reports will also be used to assess students' performance.

Subject – JAPANESE

N

Head Teacher: Ms Mitchell

Fee: $70

Description

Japanese has been identified as one of the priority languages in the Asia-Pacific region for studying in Australian schools. Japan is one of Australia's leading trading partners and the study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies.

The study of Japanese may be advantageous for students seeking employment in fields such as commerce, tourism, hospitality and international relations.

This course also provides the opportunity to participate in an exchange program with Kawaguchi City, Japan depending on student interest.

Aims of the Course

The aim of the course is to develop students' communication skills in Japanese, their understanding of languages as systems and their insight into the relationship between language and culture. It also provides them with the necessary skills to undertake senior Japanese study at an advanced level.

Prerequisites

This course assumes completion of the stage 4 Japanese course in years 7-8.

Outcomes

By the end of Year 10 students should be able to:

- Incorporate diverse linguistic structures to express their own ideas in Japanese.
- Select, summarise and analyse the information and ideas in spoken and written Japanese texts and respond appropriately.
- Demonstrate understanding of the nature of languages as systems by describing and comparing features of Japanese and English.
- Identify and explain aspects of the culture of Japanese-speaking communities.
- Use linguistic resources to support the study and production of texts in Japanese.

Assessments

Assessment in this course includes tasks which evaluate students' progress in cultural knowledge in the four language skills areas; reading, writing, listening and speaking.

Subject – JOURNALISM

Head Teacher: Mr Johnson

Fee: $25

S

Description

Students will have the opportunity to refine their writing focusing on the following strands: investigative, reporting, travel, and learn about interview skills for print, film and radio mediums. Students will look at a variety of styles and research different journalists to inform their own writing process.
The course will be an excellent platform for students to discuss world issues including ethics and social justice.

Students will work productively as a team to create a newspaper at the end of the year.

This course will help students develop their skills in different areas which will help them with senior English courses, particularly the Advanced and Extension courses.

Outcomes

Students:

- Question, challenge and evaluate cultural assumptions in journalistic texts and their effects on meaning.
- Effectively uses a widening range of processes, skills and strategies for responding to and composing journalistic texts.
- Purposefully reflect on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.
- Think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose journalistic texts in a range of contexts.

Assessment

Students will be assessed on their ability to:

- Plan, edit, draft and construct journalistic texts which represent their perspectives.
- Analyse the effectiveness of other writers.
- Select and use language forms, features and structures to a range of purposes, audiences and contexts, describing and explaining the effects on meaning.

Collaborate with a team of students for a common purpose.

Subject – MUSIC CAPA and MUSIC ELECTIVE

N

Head Teacher: Mr Wilson

Fee: $60

Students who are not currently studying CAPA music must audition for placement in the CAPA program. Alternatively, they can choose to study the Music Elective course.

Description

Elective Music is designed for students who have an interest in performing, composing and listening to a wide variety of musical styles. Students will study music from a range of styles and musical eras including rock, popular, classical, art music and musical theatre. Australian Music is a compulsory topic in Stage 5.

Students will also use music technology in the creation of musical composition. This includes computers and sequencing software. Music students will be given performance opportunities at school events and other community events.

It is strongly recommended that each student is learning, or prepared to learn an instrument. Students have access to a range of instruments at school and may wish to participate in school ensembles.

Aims of the Course

The aim of music in Stage 5 is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills in the musical concepts through:

- performing as a means of self expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self expression, musical creation and problem solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Students value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening.

Assessments

Assessment activities may include:

- perform as a soloist or in an ensemble
- compose a piece of music using computer software
- research activities
- score reading and aural activities

Subject - MYSTERY, MURDER & MADNESS (HISTORY ELECTIVE)

Head Teacher: Ms Tanovic

Fee: Nil

S

Description

Elective History in Years 9 and 10 allow students to study ancient, medieval, and early modern societies and a wide range of thematic studies NOT covered in the mandatory History Course. Topics could include:

- Vietnam War
- Digging up the Past
- Ancient Greece
- Heroes and Villains
- Thematic study – Witch hunt
- Assassination
- Jack the Ripper
- Film vs History
- The Celts

Aims of the Course

- To develop students' understanding of the nature of History and the way it is constructed
- To encourage students to study in depth major features of different societies from the ancient, medieval, and early modern world
- to understand continuity and change
- to encourage enjoyment and enthusiasm by continuing to study History

Outcomes

By the end of Year 10 students should be able to:

- demonstrate knowledge and understanding in a differing range of historical investigations
- explain key features and personalities; show continuity and change
- show competence in research, selecting, interpreting and organising information
- reflect on their enjoyment and love of history

Assessments

Assessments will include individual tasks, group and collaborative skills and ICT projects. Quizzes, formal testing, public speaking and craft activities will also be included.

Subject - PERFORMING ARTS – CIRCUS SKILLS

N

Head Teacher: Mrs Cullen & Mr Wilson

Fee: $60

Description
Circus skills expressed as an art form requires distinct knowledge of the body, skill execution, artistic conventions, creativity, performance, history and culture. Circus has been a long part of the creative and performing arts and is a celebration worldwide as a collaboration of performance, art and culture.

Aim of the course
The aim of the Stage 5 **Circus Skills** syllabus is for students to develop skills, knowledge, understanding and appreciation for circus as creative expression. This will be achieved through 3 distinct focus areas of study:

- Skill Acquisition and Movement
- Creation and Performance
- Circus Research and Appreciation

The stage 5 **Circus Skills** syllabus offers students a holistic understanding of circus encompassing the **circus arts** (aerial, manipulation, acrobatics and equilistics) found in traditional and modern circus as well as **performance elements** clowning, juggling and balance. Circus Skills incorporates an understanding of body awareness and training through the elements of Dance, Drama and Art in individual and group performances.

Outcomes

- Through safe training practices students will develop an understanding of the body and specific circus movements including, how a circus performer can refine their fitness and conditioning. Students will also explore the common causes of injuries and develop ways to enhance injury prevention and rehabilitation.

- Students will develop circus as creative expression, through a collaboration of images, ideas and intent created in a performance. During act creation, students will engage in problem solving to manipulate the elements of movement to create a visually appealing performance piece.

- Through circus research, students will observe circus works by professional individual performers and circus companies, analysing their use of the elements of movement, physical theatre and performance to communicate ideas.

Assessment
Assessment activities may include:

- Individual and group circus performances
- Circus theory and practical research and analysis tasks
- Circus research and analysis

Examinations, written tests, written reports and practical performances.

Subject - PERFORMING ARTS – Dance CAPA & Dance Elective

N

Head Teacher: Mrs Cullen

Fee: $60

Students who are not currently studying CAPA Dance must audition for placement in the CAPA program. Alternatively, they can choose to study the Dance Elective course.

Description

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in and through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art.

Dance in Stage 5 provides a pathway to the study of Dance in Stage 6 and encourages participation and enjoyment of dance throughout life.

Aims of the Course

The aim of Dance in Stage 5 is for students to experience, understand, value and enjoy dance as an art form through the interrelated study of the performance, composition and appreciation of dance.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills about dance as an artform through:

- dance performance as a means of developing dance techniques and performance quality
- dance composition as a means of creating and structuring movement to express and communicate ideas
- dance appreciation as a means of analysing dance as an expression of ideas with a social, cultural or historical culture.

Students value and appreciate their engagement in the study of dance.

Assessments

Assessment activities may include:

- individual and group demonstrations of safe dance practice, dance technique and dance styles, and formal performances
- written research tasks and assignments
- dance logbooks

S

Subject - PERFORMING ARTS – DIGITAL AND MEDIA STUDIES

Head Teacher: Mrs Cullen

Fee: $40

Description:

In this elective, students will engage with film on a variety of levels including film theory and its construction, as well as creating their own films in a variety of genres and for a variety of purposes. Students will then pick an area, or several areas, of interest within the filmmaking process and specialize in their chosen aspect.

By the end of the elective, students will create an original film and present it to an audience of their own choosing. This may be a film, competition, on the school website or at a public event.

Aim:
The aim of Digital and Media Studies is for students to engage with the world of film through these mediums, experiencing all the nuances of filmmaking in the artistic and commercial worlds as they develop critical thinking skills.

Outcomes:

- Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing films
- Think imaginatively, creatively, interpretively and critically about increasingly complex ideas, subject matter and the filmmaking process.
- Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Assessment:

Students will be assessed on their ability to:

- Deconstruct films using appropriate cinematic metalanguage
- Communicate their learning through a range of mediums
- Plan, organize, record and edit an original film
- Work collaboratively on the creation of a film

Subject - PERFORMING ARTS – Drama CAPA & Drama Elective

N

Head Teacher: Mrs Cullen

Fee: $60

Students who are not currently studying CAPA Drama must audition for placement in the CAPA program. Alternatively, they can choose to study the Drama Elective course.

Description

The Stage 5 Drama course is a practical based subject designed to foster cooperative skills and encourage self-esteem in students.

Students are involved in making, performing and appreciating drama, and they perform both at school and in the community. Students engage in creative processes including improvisation, playbuilding, puppetry, mask work, clowning, circus, scripted drama and physical theatre.

Aims of the Course

The aim of the Stage 5 Drama syllabus is to engage and challenge students to maximise their abilities and enjoyment of drama through making, performing and appreciating dramatic and theatrical works.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills, individually and collaboratively through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciating the meaning and function of drama and theatre in reflecting personal, social, cultural, aesthetic and political aspects of the human experience

Assessments

Assessment activities may include:

- performance of group-devised playbuilding
- performance of scripted drama in group and monologue form
- improvisation tasks
- logbook reflections
- research assignments
- design projects
- script –writing tasks

Subject – PHYSICAL ACTIVITY & SPORTS STUDIES

Head Teacher: Mr Neeves

Fee: Nil

N

Description

Students enrolling in this course should expect one theory and one practical period each week. Sport uniform must be worn for all practical periods.

The course has a number of areas of study. Some of these include Body Systems, Physical Activity for Specific Groups, Physical Fitness, Australia's Sporting Identity, Issues and Technology in Sport, Coaching, Nutrition and Event Management.

Aims of the Course

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

Outcomes

By the end of Year 10 students should be able to:

- analyse the benefits of participation and performance in physical activity and sport
- analyse physical activity and sport from personal, social and cultural perspectives
- demonstrate actions and strategies that contribute to enjoyable participation and skilful performance
- perform movement skills with increasing proficiency
- display management and planning skills to achieve personal and group goals.
- work collaboratively with others to enhance participation, enjoyment and performance

Assessments

Evidence of learning will be gathered through frequent tests, both in theory and practical areas. Some tasks will involve research and report writing.

There will be considerable use of and reference to technology. Students will gain skills in use of the Internet, word processing, PowerPoint presentations and spreadsheets. They will use these platforms to investigate sport topics, deliver information and analyse data.

Subject - STEM

Coordinator: Mr Milne

Fee: $75

S

Description

iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.

Aim

The aim of the course is to engage and encourage student interest and skills in STEM, appreciate the scope, impact and pathways into STEM careers and learn how to work collaboratively, entrepreneurially, and innovatively to solve real-world problems.

The iSTEM course is divided into core, elective, and specialised topics.

Core topics develop fundamental understanding and skills as well as the application of engineering-design processes to problem-solving activities.

- STEM fundamentals
- Project-based learning

Elective topics develop a depth of understanding and skills in a number of fundamental areas of iSTEM. They have been designed to provide additional time for mastery before applying them to specialised topics.

- Computer-aided design (CAD)
- Critical thinking
- Project-based learning (extension)

Specialised topics are themed around STEM priority industries. They develop knowledge and skills that underpin future focused industries.

- Advanced manufacturing
- Aeronautical engineering
- AgriTech
- Cyber security
- Design for space
- Mechatronics and robotics
- MedTech
- Surveying and geospatial engineering
- Sustainable transport

Subject – TEXTILES TECHNOLOGY

N

Head Teacher: Mr McKenzie

Fee: $60 (students will be required to purchase their own resources for individual projects)

Description

Textile Technology is a predominantly practical subject which focuses on producing a range of creative textile projects. The course caters for the creation of textile products including; wearable's, apparels, costumes and home furnishings.

Students will gain knowledge about the properties, performance and uses of textiles fabrics, yarns and fibers. In addition, students will learn to appreciate the elements and principles of design as they apply to textiles in contemporary society. Students will also develop skills in applying colour and decoration in textile based practice.

Students' knowledge will be enhanced through the study of renowned national and international textile designers. Study will include a focus on historical and cultural aspects that influence contemporary textiles worldwide.

The choice of focus areas for practical projects includes:

- Furnishings (curtains, cushions, tablecloths, table runners and quilts)
- Apparel (skirts, shorts, jackets, lingerie, suits, formal outfits)
- Costume (masks, head-dresses, theatre fold, traditional and fancy dress)
- Textile Art (wall hanging, murals, pictures, mats, embroidery wearable designs.)
- Non Apparel (bags, toys, books covers, jewellery).

Aims

The aims of Textile Technology are to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Outcomes

At the completion of Year 10 students should be able to:

- Explain and justify the properties and performance of a range of textile items for a specific end use.
- Explain investigate and generate work through the use of the elements and principles of design, with emphasis on colouration and decoration.
- Analyse and evaluate the impact of textile production and use on the individual consumer and society.
- Select, demonstrate and manipulate a range of textile materials and equipment to produce a quality project.
- Confidently use a range of technologies such as; computer linked machine and embroidery work, digital imaging and transfer printing, manipulation of commercial patterns, computer generated patterns.
- Evaluate textile items to determine quality in their design and construction.

Assessments

Assessments include - Practical projects folio and Written Exam.

Subject – VISUAL ARTS CAPA & VISUAL ARTS ELECTIVE

N

Head Teacher: Ms Cullen and Mr Wilson

Fee: $60

Students who are not currently studying CAPA Visual Arts must audition for placement in the CAPA program. Alternatively, they can choose to study the Visual Art Elective course.

Description

Visual Arts fosters interest and enjoyment in the making and studying of art. The course will involve experimentation with a wide variety of media and a diversity of art forms including painting, drawing, design, sculpture, printing, ceramics and mixed media.

Students will also study artists and artworks for critical analysis and historical perspective.

Aims of the Course

The aim of Visual Arts is to enable students to develop knowledge, understanding and skills to make artworks, while critically and historically interpreting art.

Outcomes

By the end of Year 10 students should be able to develop knowledge, understanding and skills to:

- make artworks informed by their understanding of practice, the conceptual framework and the frames
- critically and historically interpret art informed by their understanding of practice, the conceptual frameworks and the frames

Students will value and appreciate their engagement in the practice of visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.

Assessments

Assessment activities may include:

- individual and group artmaking activities
- presentations, including oral, PowerPoint and multimedia formats
- exhibition of artworks

Subject – VISUAL DESIGN

N

Head Teacher: Mrs Cullen & Mr Wilson

Fee: $60

Description

The Visual Design course explores and investigates the work of contemporary web designers, architects, commercial and industrial designers, interior designers, product designers, graphic designers, fashion and textile designers.

Through the study of selected designers and artists students build a portfolio of artworks using the following media: digital photography, illustration, cartooning, printmaking, textiles, posters, postcards, print design, painting, jewellery, wearable art, ceramics, theatrical applications for visual design, installations, site specific artworks, interior and exterior design.

A Visual Design fee separate from and additional to the General School Contribution is expected to cover material costs.

Aims of the Course

Students will develop knowledge, understanding and skills to make Visual Design artworks informed by their understanding of practice, the conceptual framework and the frames.

Outcomes

- Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks.
- Makes Visual Design artworks informed by their understanding of the function of and relationships between artist-artwork-world-audience.
- Makes Visual Design artworks informed by an understanding of how the frames affect meaning.
- Investigates and responds to the world as a source of ideas, concepts and subject matter for Visual Design artworks.
- Selects appropriate procedures and techniques to make and refine Visual Design artworks.

Assessments

Assessment activities may include:

- Individual and group design activities
- Presentations of design briefs, design works and student portfolios
- Exhibition of student works, design briefs and portfolios.
- Documentation and recording of installations and site specific artworks.

Subject – WORK EDUCATION

S

Coordinator: Ms Koranyi

Fee: Nil

Description

Work Education provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse sectors within the community, the importance of education, and the role played by employment and training systems. Students will explore various work contexts including paid and unpaid work, volunteer work, casual and part time employment.

Aim

The aim of Work Education is to give students an opportunity to develop employability, enterprise and pathways planning skills. Work Education also provides students with educational opportunities that will prepare students to be effective and responsible members of their community.

Outcomes

By the end of the course students will have developed:
Knowledge and understanding of the world of work
Developed employability, planning, research and communication skills. An appreciation for the importance of lifelong learning.

Assessment

Assessment activities may include:

- Research assignments and projects
- Fieldwork activities including workplace learning
- Presentations including the use of multi media
- Peer and self assessment

This course is by invitation only!

Subject – Biology

Head Teacher: Mrs Menon

Fee: $50

This course allows students in the Gifted and Talented stream the option of studying the Preliminary HSC course in Biology in Years 9 and 10 and then completing the HSC course in Year 11. The subject matter of the Biology course recognises the different needs and interests of students by providing a structure that builds upon prior learning. The course is designed for those students who have a substantial level of achievement and selection to the course is by invitation only.

Course Description:

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

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

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

The course provides the foundation knowledge and skills required to study biology after completing school, and supports participation in a range of careers in biology and related interdisciplinary industries. It is a fundamental discipline that focuses on personal and public health and sustainability issues, and promotes an appreciation for the diversity of life on the Earth and its habitats.

Aim:

Biology course aims to provide learning experiences through which students will acquire knowledge and understanding about fundamental concepts related to living things and their environments. It develops positive attitudes towards the study of living things and the environment and the use of critical evaluation of different scientific opinions.

Objectives:

The study of biology involves students working individually and with others in practical, field and interactive activities that are related to the theoretical concepts considered in the course. Students will apply investigative and problem-solving skills, effectively communicate biological information and understanding and appreciate the contribution that a study of biology makes to their understanding of the world.

Course Structure:

The Preliminary course incorporates the study of; Cells as the basis of life, the organisation of living things, Biological diversity and Ecosystem dynamics.

Practical experiences are an essential component of the course and include at least one open-ended investigation integrating skill and knowledge outcomes. Practical experiences include undertaking laboratory experiments, the use of appropriate computer-based technologies, fieldwork, research and modelling.

Assessments:

Assessments include a depth study, primary and secondary investigations and knowledge and skill based tasks.

Subject – Business Studies

Head Teacher: Ms Tanovic

Fee: Nil

This course allows students in the Gifted and Talented stream the option of studying the Preliminary HSC course in Business Studies in Years 9 and 10 and then completing the HSC course in Year 11.

Course Description
Business activity is a feature of everyone's life. As consumers and producers, employees, employers or self-employed, savers and investors, and as importers and exporters, people throughout the world engage in a web of business activities to design, produce, market, deliver and support a range of goods and services.

Business Studies is distinctive in that it encompasses the theoretical and practical aspects of business and management in contexts which students will encounter in life.

What will students learn about?

- Conceptually, Business Studies offers focus areas and perspectives ranging from the planning of a small business to the broader roles of management, finance, employment relations, marketing and the impact of the global business environment. Through the incorporation of contemporary business theories and practices the course provides rigour and depth and lays an excellent foundation for students either in further tertiary study or in future employment.
- Business case studies are embedded in the course to provide a stimulating and relevant framework for students to apply theoretical concepts encountered in the business environment.

What will students learn to do?

- Students investigate business establishment and operations and utilise a range of business information to assess and evaluate business performance. The role of incentive, personal motivation and entrepreneurship, especially in small business, is recognised as a powerful influence in business success.

- Business Studies makes a significant contribution to the ability to participate effectively in the business environment. Students completing this course will develop general and specific skills including research, analysis, problem-solving, decision-making, critical thinking and communication. These skills enhance students' confidence and ability to participate effectively, not only as members of the business world, but as informed citizens dealing with issues emanating from business activity that impact on their lives.

- Business Studies fosters intellectual, social and moral development by assisting students to think critically about the role of business and business institutions and their ethical responsibilities to society. A significant feature of Business Studies is its relevance to the full range of HSC students, as it provides useful knowledge and skills for life.

Subject: Lights, Camera Music Action (100hrs - Yr 9)

Head Teacher:

Fee: $60

S

Description

Get ready for an action packed course diving into the world of live production and services! This accelerated course will start in Year 10 and end in Year 11 allowing you to achieve a Statement of Attainment for a Certificate III in Live Production and Services, opening doors to endless opportunities.

In Year 9 students will embark on a 100 Hour introduction to the VET – Certificate III in Live Production and Services through the Lights, Camera, Music Action course.

You will dive into the art of event organizing, learning to provide exception customer service and operating lights, sound, and visuals like a pro. Plus, you'll be part of the backstage and front of house crew, ensuring every show runs flawlessly. You will also be given the opportunity to have external work placements alongside internal placements at school to gain hands on experience and be ready to create unforgettable experiences.

The entertainment industry itself is diverse and covers all aspects of the production of any type of live performance or event. Occupational areas include audio, costume, front of house, lighting, make-up, props, scenic art, sets, staging and vision systems. There tends to be a high proportion of contract and casual work within the industry.

Aim:

The aim of the course is to experience the "behind scenes" in productions developing skills to be proficient users of the audio and visual equipment needed to enhance performances of any kind. Students will develop a deep knowledge and understandings of how production skills enhance the success of various kinds of performances.

See the detailed description of the VET - Certificate III in Live Production and Services on the next page.

Please note that in Year 10, students will start the Preliminary and in year 11 complete the HSC Entertainment/Vet Certificate III in Live Production and Services courses.

Education

2024 Entertainment Industry Course Descriptor
Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services OR
CUA30420 Certificate III in Live Production and Technical Services
RTO - Department of Education - 90333, 90222, 90072, 90162

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: Entertainment Industry Board Developed Course (240 hour) (Statement of Attainment course) Or (300 hour)	2 or 4 Preliminary and/or HSC units in total Industry Curriculum Framework (ICF) -Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of CUA30420 Certificate III in Live Production and Technical Services https://training.gov.au/Training/Details/CUA30420. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 15 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an entertainment environment and be able to use a personal digital device including a personal computer or laptop.

Creative Arts and Culture Training Package (CUA 6.0) Units of Competency

Core		Elective	
CUAIND311	Work effectively in the creative arts industry	CUASOU331	Undertake live audio operations
CUAIND314	Plan a career in the creative arts industry.	SITXCCS006	Provide service to customers
Elective			
CPCCWHS1001	Prepare to work safely in the construction industry		
CUASOU306	Operate sound and reinforcement systems		
CUAWHS312	Apply work health and safety practices		
CUALGT311	Operate basic lighting		
CUASTA311	Assist with production for live performances		
CUAVSS312	Operate vision systems		
CUASMT311	Work effectively backstage during performances		
CUASTA212	Assist with bump in bump out of shows		

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

Working within the Live production and Technical Services Industry involves:

- Technical production
- customer (client) service
- teamwork
- using digital technologies
- creating documents

Examples of occupations in the Live Production and Technical Services Industry:

- Front of House Assistant
- Technical Assistant (Productions)
- Special Effects Assistant
- Assistant Sound Technician
- Follow Spot Operator
- Runner
- Props Assistant
- Technical Production Assistant
- Sound Assistant
- Assistant Scenic Artist
- Stagehand
- Lighting
- Audio and Staging Assistant
- Production Crew
- Stage Door Attendant
- Lighting Systems Technician

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be `N` determined as required by NESA. You should be work ready before work placement. The HSC specialisation study includes an additional 60 hours of course work.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Entertainment Industry is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Course Cost: Preliminary - $160 HSC - $60 **School Specific equipment and associate requirements for students**	**Refunds** Refund Arrangements on a pro-rata basis. Refer to your school refund policy.

A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships

Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions