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# **NORTHMEAD CREATIVE AND PERFORMING ARTS HIGH SCHOOL**



## **SUBJECT SELECTION BOOKLET**

**FOR**

**YEAR 9 STUDENTS**

**2022**

**Imagine, Endeavour, Achieve**

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# 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:



for courses which are NESA Endorsed.



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).**

## **Satisfying Course Requirements for Stage 5**

To qualify for the award of a grade in a subject, a candidate must have a satisfactory record of attendance and application. The Principal will be required to certify this to NESAs. Grades A - E will be awarded in all courses including English, Mathematics, Science, History, Geography and the elective subjects studied, based on school-based assessment of a student's achievement with reference to performance descriptors issued by NESAs. An 'N' determination will be given for courses which have not been satisfactorily completed.

## **The Record of School Achievement (RoSA)**

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC. This is available to students via Students Online on the NESAs site.

## **Making Course Choices Online**

When students make their selections online, it is important to note:

- a. If you are in a CAPA stream, please select this as your first choice.
- b. Two choices must be NESAs Endorsed courses.
- c. When choosing your Reserve subjects, please ensure you also pick at least one NESAs Endorsed Course

## **Things to Consider**

When choosing elective courses for Year 9 and 10, students should ask themselves five questions

1. Which courses do I enjoy most?
2. Which courses do I do well in?
3. Which courses interest me?
4. Which courses may equip me for a future career?
5. Have I chosen too many courses with subject-specific costs?

When Course Selection Forms are submitted online, an assessment is made of the possibilities of forming classes to meet the pattern of choices made by students. This is done in the light of the staffing resources available to the school. If a course draws little response then some students may be asked to reconsider their choices. It may be that when the elective lines are finalised some students may find two courses that they wanted to study, clash in the timetable lines. Students are allocated to courses based on their preference order.

Please note that the listing of a course on the Course Selection Form cannot be taken to imply that a class or classes will always be formed.

## **Extra Costs Associated with Some Courses**

Some courses require the purchase of special equipment and materials over and above what is provided through the general budget of the school. These extra costs are met by the students choosing these courses and are outlined in the course descriptions. This payment also allows students greater freedom in choosing a range of materials and project sizes in the course of their classwork. This levy is NOT a voluntary contribution. This cost is an elective levy to meet the cost of consumables and MUST be paid to enable the successful running of the course for all students. It is not the intent of the school to limit the breadth of the curriculum for any student. Where the payment of an elective subject levy may be an issue, families should speak directly to the Principal to discuss other options.

## **Changing Courses**

It is important that decisions regarding elective courses for Year 9 -10 are made very carefully as they are generally binding from the start of the year. Occasionally a change may be possible at the beginning of each year but generally, students are committed to courses until the course is completed.

## **Mathematics**

Placement in Mathematics 5.3 (highest level), 5.2 and 5.1 courses will be determined by performance and results in Year 8.

**Students with any questions should talk to the Year Adviser – Ms Poon or Assistant Year Adviser - Ms Marchant or to the relevant Subject Head Teacher. Parents with questions are welcome to ring the school on 9630 4116.**

Mrs N Vazquez  
Principal

Mr M Milne  
Deputy Principal

# Elective Courses

<b>Course Name</b>	<b>Faculty</b>	<b>NESA DEVELOPED / SCHOOL DEVELOPED BOARD ENDORSED COURSE</b>	<b>Fees (Per Year)</b>
Agriculture Technology	LOTE	Y	\$40
Childhood Studies	TAS	Y	\$40
Commerce	HSIE	Y	-
Dance	CAPA	Y	\$50
Dance CAPA	CAPA	Y	\$60
Design & Media Studies – (Film Studies)	English	N	\$40
Design & Technology	TAS	Y	\$70
Drama	CAPA	Y	\$50
Drama CAPA	CAPA	Y	\$60
Food Technology	TAS	Y	\$100
Geography	HSIE	Y	-
History Elective	HSIE	Y	-
Industrial Technology - Engineering	TAS	Y	\$70
Industrial Technology - Multimedia	TAS	Y	\$50
Industrial Technology - Timber	TAS	Y	\$70
Information Software Technology	TAS	Y	\$40
ISTEM	STEM	N	\$70
Japanese	LOTE	Y	\$55
Journalism	English	N	\$25
Music	CAPA	Y	\$50
Music CAPA	CAPA	Y	\$60
Performing Skills (Circus)	CAPA	N	\$50
Physical Activity & Sport Studies (PASS)	PDHPE	Y	-
Textiles Technology	TAS	Y	\$50
Visual Arts	CAPA	Y	\$50
Visual Arts CAPA	CAPA	Y	\$60
Visual Design	CAPA	Y	\$50

**Subject:** Agriculture Technology  
**Head Teacher:** Miss Poon  
**Fee:** \$40

### Course 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 presentation.





**Subject Title: Childhood Studies**  
**Head Teacher: Mr McKenzie**  
**Elective Fee: \$40.00**

### Description

Childhood Studies gives students a basic understanding of contraception, conception, pre-natal development, antenatal care and birthing. The course includes 8 elective topics; Toddler Taming, Family Ties, TV Time, Safe and Sound, Play School, Special Children, Working with Children, Children's Clothing and Story Time.

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.

### Aims of the Course

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; class and theory work, practical tasks, research tasks, and oral presentations.



**Subject Title:** Commerce  
**Head Teacher:** Ms Senthevadivel  
**Elective 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 Choice, Law and Society, Personal Finance, Employment Issues, Investing, Promoting and Selling, E-commerce, Global Links, Towards Independence, Political Involvement, Travel, Law in Action, Our Economy, Community Participation, Running a Business and School- Developed Option, e.g. **Managing My Mobile Phone**

### 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, e.g. oral presentations, PowerPoint presentations, group work and ICT projects, e.g. videos, etc.



**Subject Title: Dance and Dance CAPA**

**Head Teacher: Mr Wilson**

**Elective Fee: \$50**

**CAPA GAT Fee: \$60**

**Note:** Students who are Not currently in Dance CAPA, can audition for placement in the CAPA program. Otherwise they can elect Dance.

### **Description**

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning 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 process diary and journal (composition)



**Subject Title - Design and Technology**  
**Head Teacher: Mr McKenzie**  
**Elective Fee: \$70.00**

**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 Title:** Drama and Drama CAPA  
**Head Teacher:** Mr Flanagan  
**Elective Fee:** \$50  
**Drama CAPA:** \$60



Students that are currently not studying Drama CAPA, must audition for placement in the CAPA program  
Alternatively, they can choose the Drama elective

## 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 theatrically 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
- digital logbook reflections
- research assignments
- design projects
- script –writing tasks



**Subject Title: Digital and Media Studies- (Film Studies)**  
**Head Teacher: Mr Johnson**  
**Elective Fee: \$40.00**



## **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.

## **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 Title: Food Technology**  
**Head Teacher: Mr McKenzie**  
**Elective Fee: \$100.00**



## 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.



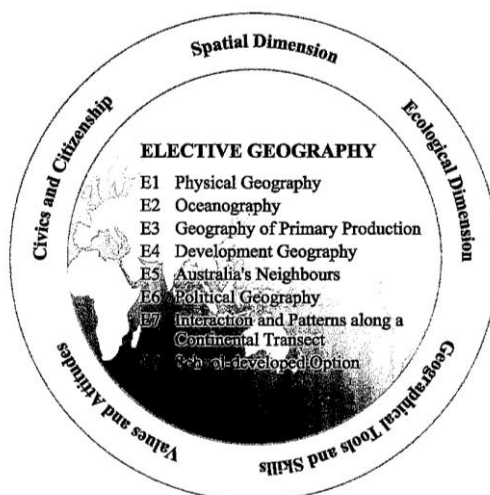
## Requirements

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 Title:** Geography  
**Head Teacher:** Ms Senthevadivel  
**Elective Fee:** Nil

## Description

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry and enables depth studies through flexible programming of focus areas.



## Aims of the Course

The aim of the elective Geography course is to provide opportunities for students with an interest or passion for Geography to develop their skills and learning in a challenging and exciting way.

## Outcomes

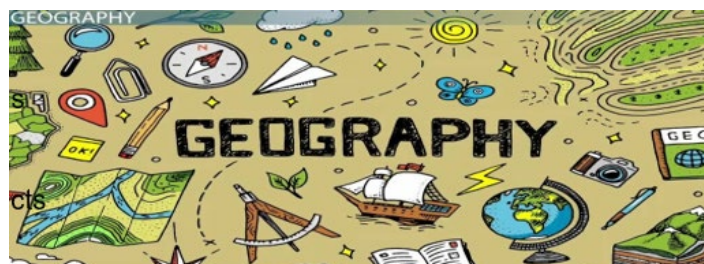
By the end of Year 10 students should be able to:

- Analyse the importance of the world's environments and issues associated with them,
- Explain the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales,
- Analyse contemporary world events and issues in terms of their ecological and spatial dimensions,
- Apply geographical knowledge, understanding and skills with knowledge of civics to demonstrate active citizenship,
- Explain patterns, processes and issues associated with human activity at a range of scales,
- Describe physical, social, cultural, economic and political issues at a range of scales.

## Assessments

Assessment activities may include:

- Project Based Learning Opportunities
- Field work – Sydney Aquarium, Imax Theatre, Darling Mills Creek
- Group work on various interest projects
- Quizzes and model-making





**Subject Title:** History Elective - Mystery, Murder and Madness  
**Head Teacher:** Ms Senthevadivel  
**Elective Fee:** Nil



### Description

History Elective 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 School Certificate course of year 9 and 10.

Topics may include:

- Film as History
- Local History
- Family History
- Crime and Punishment
- Villains and Heroes
- Slavery
- Tudor England
- Dracula, Caligula, Jack the Ripper
- Unsolved Mysteries

### 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 Title:** Industrial Technology – Engineering  
**Head Teacher:** Mr McKenzie  
**Elective Fee:** \$70.00

### 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) and mechanisms (levers, pulleys, gears, cams). These are enhanced and further developed through the study of specialist modules in control systems (robotics, electronics, hydraulics, pneumatics) and alternative energy (solar, wind).

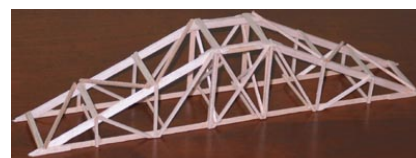
### Aims of the Course

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 Title:** Industrial Technology – Multimedia  
**Head Teacher:** Mr McKenzie  
**Elective Fee:** \$50.00

### 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 areas and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia related technologies. These may include:

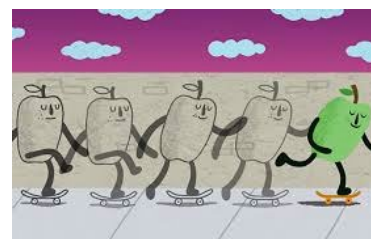
- Individual photographic images
- Photographic presentations
- Brochures incorporating photographic images
- Photo journals
- Computer animations
- Webpages.



### 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 Title:** Industrial Technology – Timber  
**Head Teacher:** Mr McKenzie  
**Elective Fee:** \$70.00

### 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 WHS 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 Title:** Information and Software Technology  
**Head Teacher:** Mr McKenzie  
**Elective Fee:** \$40.00



### Description

Information and Software Technology is a hands-on course that has practical projects, individual and collaborative, as its key structure. It is designed to give students an insight into a variety of computing contexts.

The major areas of study that will be covered at are: Digital media, Database Design, Authoring and Multimedia, Internet and Website Development, and Robotic and Automated Systems. Integrated in these major areas are the core content areas of Design, Data Handling, Issues, Emerging Technologies, People in Computing, Hardware and Software.

### Aims of the Course

The aim of Information and Software Technology is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

### Outcomes

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

- identify and describe of a range of computer software and hardware
- design and develop creative information and software technology solutions for a variety of real-world problems
- display responsible and ethical attitudes related to the use of information and software technology
- describe effects of past, current and emerging information and software technologies on the individual and society
- demonstrate communication skills and collaborative work practices leading to information and software technology solutions for specific problems



### 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 addition to these projects' half yearly and yearly exams form part of the overall assessment in both Year 9 and 10.



**Subject Title: ISTEM**  
**Coordinator: Mr Milne**  
**Elective Fee: \$70.00**



### Description

ISTEM is a student-centred subject for students in Years 9 and 10 that delivers Science, Technology, Engineering and Mathematics (STEM) in an integrated way.

### Aims

The main purpose of this NSW Educational Standards Authority (NESA) endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry-based learning where students are encouraged to learn by doing.

Students will study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry-based learning techniques. Incorporating 4 core modules and ten elective modules, students will explore fields such as mechatronics, aerodynamics, engineering fundamentals, 3D CAD/CAM, and motion modules. ISTEM presents maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.

This elective subject provides students with curriculum to support the most up to date technologies including 3D printers, virtual reality, robotics and a range of intelligent systems

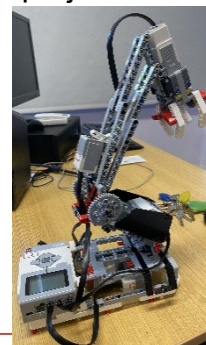
### Outcomes

Students will develop:

1. inquiry and project-based learning skills appropriate to STEM practice
2. knowledge and understanding of scientific and mechanical concepts through Investigations of technology and engineering
3. knowledge and understanding of STEM principles and processes
4. skills in solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods
5. skills in communicating and critically evaluating
6. problem solving skills in a range of STEM contexts.
7. an appreciation of the role and potential of STEM in the world in which they live
8. an understanding of the contribution of STEM disciplines to the economic wellbeing of

### 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 portfolios will be issued to assess student's performance.



**Subject Title: Japanese**  
**Head Teacher: Miss Poon**  
**Elective Fee: \$55.00**

### 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 Title:** Journalism  
**Coordinator:** Mr Johnson  
**Elective Fee:** \$25



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 Title:** Music and Music CAPA  
**Head Teacher:** Mr Wilson  
**Elective Fee:** \$50

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## 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

**Students that are currently not studying Music CAPA, must audition for placement in the CAPA program. Alternatively, they can choose the Music elective.**



**Subject Title:** Performing Arts (Circus)  
**Head Teacher:** Mr Wilson  
**Elective Fee:** \$50.00



### 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
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The stage 5 **Circus Skills** syllabus offers students a holistic understanding of circus encompassing the **circus arts** (aerial, manipulation, acrobatics and equilibistics) 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 Title:** Physical Activity and Sport Studies  
**Head Teacher:** Mr Neeves  
**Elective Fee:** Nil

### 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 Health, Physical Fitness, Australia's Sporting Identity, Issues in Physical Activity and Sport, Coaching, Enhancing Performance and Technology, Participation and Performance.

### 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 Title:** Textile Technology  
**Head Teacher:** Mr McKenzie  
**Elective Fee:** \$50.00 (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).



Students will gain an insight into the careers available in the Textiles and Design Industry, including: Textiles Designer, Fashion Designer, Wardrobe Coordinator, TAS Teacher, Interior Designer, etc.

## Aims of the Course

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 using 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, project, folio and Exam



**Subject Title: Visual Arts and Visual Arts CAPA**

**Head Teacher: Mr Flanagan**

**Elective Fee: \$50**

**CAPA Fee: \$60**



### 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:

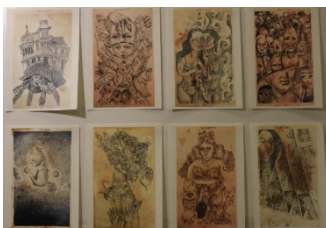
- make artworks informed by their understanding of practice, the conceptual framework and the frames
- critically and historically interpret art informed by their understanding of practice, the conceptual frameworks and the frames

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



**Students that are currently not studying Visual Arts CAPA, must audition for placement in the CAPA program. Alternatively, they can choose the Visual Arts elective**

**Subject Title: Visual Design**  
**Head Teacher: Mr Flanagan**  
**Elective Fee: \$50.00**

## Description

The Visual Design course explores and investigates the work of contemporary web designers, architects, commercial and industrial designers, space, light and sound engineers, graphic designers, fashion accessory 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.



## Selecting your Subjects:

Each student will receive a Webcode to enter their final subject choices online.

Please use this planning page to record your preferences, in order:

Elective Choice (Rank order)	Reserve Choices
1.	1.
2.	2.
3.	3.

Please note if you are currently a CAPA student in Dance, Drama, Music or Visual Arts this should be your 1<sup>st</sup> choice.

Reminder to you need to ensure you have selected at least **ONE** NESA Endorsed Course.