

# **NARARA VALLEY HIGH SCHOOL**



## **For The Future CURRICULUM YEAR 9 2024**

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# CURRICULUM

## YEARS 9 & 10

Students in Years 7 & 8 have followed curriculum modules in which all subjects have been compulsory. These modules have enabled students to fulfil some of the curriculum requirements established by the NSW Education Standards Authority (NESA) and the Department of School Education for the award of a Record of School Achievement (RoSA).

The curriculum structure for Years 9 & 10 continues to provide a broad and general education for all students. Whilst the curriculum will place emphasis on Core Subjects such as English, Mathematics, Science, History, Geography and Personal Development /Health/ Physical Education, opportunities for students to select "elective subjects" will become available. The structure offered will enable students to meet the requirements for the Record of School Achievement.

The aim of this booklet is to provide students and parents with information concerning both core and elective subjects.

Information presented on elective subjects should be used to guide the choice of subjects to be studied. Students should be encouraged to choose electives in which they have an interest. Subject choice **should not** be influenced by the choices of their peers or on the basis of which particular teacher may or may not be teaching the subject.

While it may be useful to select particular subjects to suit a proposed vocation, **there is no elective subject which is a prerequisite for any subject offered for the Higher School Certificate or for a particular career or vocation.** The exception to this statement involves study of a foreign language. In general, 2 Unit Language Courses commenced in Year 11 require the language to have been studied in Years 9 & 10. However, students who may wish to commence a language course in Year 11 may commence a special language course (Beginners) at the beginning of Year 11.

Whilst every effort will be made to provide electives to meet student requests, factors such as staffing and the number of students selecting a course may cause some courses to be cancelled.

It is important to note that choice of electives is for **TWO YEARS.**

Careful selection is necessary as it is unlikely that changes can be made once courses have commenced.

Andrew Skehan  
**PRINCIPAL**

# ENGLISH

## COURSE CONTENT

The Year 9 and 10 English syllabus is concerned with the further development of students' knowledge and skills in Reading, Writing, Speaking, Listening, Viewing and Representing. Special emphasis will be placed on the development of critical thinking, communication skills and literacy to equip students for both senior school requirements and work.

## COURSE OUTLINE

The following units of work outlines the topics studied by **Year 9** students in English:

1. Writing with Wings
2. Poetry Study – Marginalised Voices
3. Media and Critical Thinking
4. Non-Fiction Study (Speeches)
5. Close Study of Novel
6. People and Values – Film Study

The following units of work outlines the units of work studied by **Year 10** students in English:

1. Non-fiction study (Documentaries)
2. Close Study of Novel
3. Shakespeare (Adaptations and Appropriations)
4. Close Study of a Poet (Verse Novel)
5. Creative Writing (Short Stories)
6. Concept Study – Project Based Learning

## STAGE 5 AUSTRALIAN CURRICULUM STUDENT OUTCOMES

- A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure. **(EN5-1A)**
- A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies. **(EN5-2A)**
- A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning. **(EN5-3B)**
- A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts. **(EN5-4B)**
- A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts. **(EN5-5C)**
- A student investigates the relationships between and among texts. **(EN5-6C)**
- A student understands and evaluates the diverse ways texts can represent personal and public worlds. **(EN5-7D)**
- A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning. **(EN5-8D)**
- A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness. **(EN5-9E)**

## **SPECIAL REQUIREMENTS:**

A Workbook of approximately 220 pages.

## **COURSE FEE:**

There is no course fee for either Year 9 or Year 10 English.

Excursions may be organised to enhance the Year 9 and 10 English Course, with costs being kept to a minimum.

## **ASSESSMENT**

**Year 9:** Throughout the year students will complete common assessment tasks of the outcomes taught in the unit. Students will receive their rank in the year based on the total of their assessment tasks in each report. Class placement will be based on the assessment rank and on teacher recommendation.

**Year 10:** Students complete assessment tasks and receive a mark for the examination as part of their formal assessment. Students will also receive a course grade that will reflect their skill level achieved at the end of Year 10.

**Head Teacher: Ms J. Rae**  
**Contact Person: Ms J. Rae**

# MATHEMATICS

Mathematics is a compulsory subject for all students in NSW in Years 7 to 10.

## **COURSE CONTENT**

The Year 9 and 10 Mathematics aims to develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that will help them interpret and solve problems in a variety of contexts. With the Core-Paths structure of the new syllabus, students will have an opportunity to engage with content appropriate to their skills and abilities. The Core-Paths structure is designed to encourage aspiration in students and provide flexibility in content delivery.

The areas of study will include:

- Number and algebra
- Measurement and space
- Statistics and probability

## **CLASS PLACEMENT**

Class placement in Mathematics is based upon results and grades attained in Year 8. The classes are streamed to ensure that we can tailor the content delivery for each class to support their growth in mathematical understanding. Each class will engage with the Core and Paths appropriate to their skills and abilities, with the following goals for Stage 6 Mathematics.

All Core and most Paths – Mathematics Advanced and Extension

All Core and some Paths – Mathematics Standard

Most Core and some Paths - Mathematics Standard 1 or Numeracy CEC

## **ASSESSMENT**

Throughout the course, students will complete assessment tasks with common elements. Students will complete four assessment tasks each year which may include in-class assessments, projects or investigations and a formal examination.

## **COURSE FEE**

No general fees are charged for Mathematics which is resourced from general school funds including school fees.

**Head Teacher: Mr J. Maranik**

**Contact Person: Mr J. Maranik**

# SCIENCE

Science is a compulsory subject for all students in NSW in Years 7 to 10. Along with Mathematics and English, Science grades for the Record of School Achievement depend upon achievement against a state-wide set of course performance descriptors. (A copy of these is issued to students in Year 10).

At Narara Valley, science programs are aligned to learning outcomes to be achieved during each year.

**NB: It is mandatory that students must wear fully enclosed leather shoes.**

## **STUDENT OUTCOMES**

1. Knowledge and understanding
2. Skills in Applying the Process of Working Scientifically

## **ASSESSMENTS**

**Year 9:** Students will complete four assessments each year which may include a Research Task, Practical Task, STEM Task and a formal examination.

**Year 10:** Students must complete four assessments each year which may include a mandatory Independent Research Task, Research Task, STEM Task and a formal examination.

All students undertake essentially the same course although extension material is used for appropriate students and classes. Experiences are drawn from the disciplines of Physics, Chemistry, Biology, Geology, Astronomy, Technology and Environmental Studies.

## **COURSE FEE**

No general fees are charged for Science which is resourced from general school funds including school fees.

**Head Teacher: Mrs A. Barrale**  
**Contact Person: Mr M. Enders/Ms C. Clouston/Ms D. Barron/Ms K.Martin/Mr A. Miller/  
Ms L. Rolfe**

# **GEOGRAPHY (MANDATORY)**

## **COURSE RATIONALE:**

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

## **COURSE CONTENT:**

Focus 1:	Sustainable Biomes.
Focus 2:	Changing Places.
Focus 3:	Environmental Change and Management
Focus 4:	Human Wellbeing.

## **NOTE:**

Fieldwork is a compulsory component of this course.

## **COURSE FEE**

Related excursion/costs.  
Mandatory Fieldwork expenses approximately \$30.00

## **ASSESSMENT**

Students will undertake a range of assessments including the use and application of technology, in class tasks and inquiry-based research.

**Rel Head Teacher: Ms J Grundy**



# HISTORY (MANDATORY)

## COURSE CONTENT AND OUTLINE

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The Twentieth Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

## HISTORICAL CONCEPTS

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same;
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- **Perspectives:** people from the past may have had different views and experiences,
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society,
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

## **Depth Studies**

- **Making a better world**
- **Australia and Asia**
- **Australians at War**
- **Rights and Freedoms**
- **The Globalising World**

## COURSE FEE

Related and/or site studies/excursions.

## ASSESSMENT

Assessment will be ongoing and linked to the course outcomes. Students will be assessed by their performance in a range of tasks common to all classes. These tasks are designed to give all students the opportunity to access the course outcomes, and cover a variety of skills.

**Rel Head Teacher: Ms J Grundy**

# PDHPE FACULTY – 7 to 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## AIM

The study of **Personal Development, Health and Physical Education** (PDHPE) in 7 – 10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

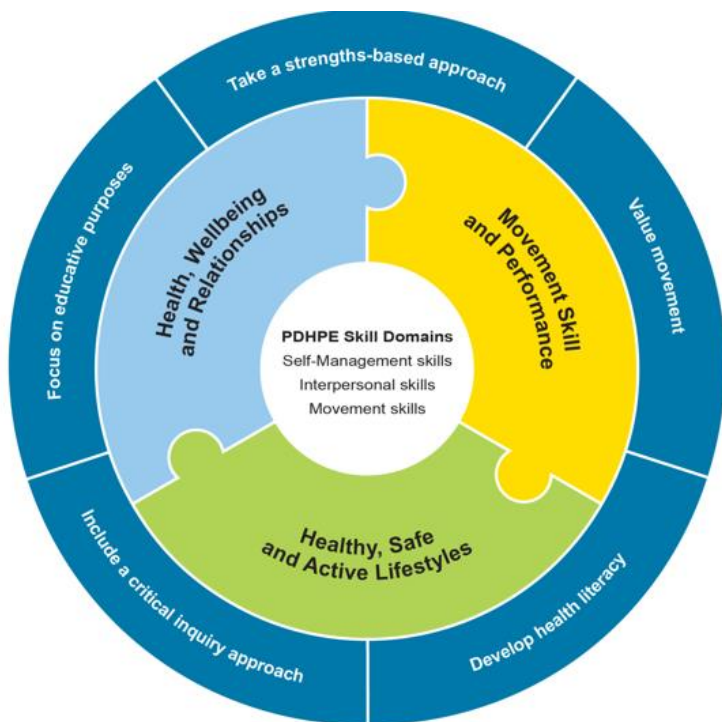
## OVERVIEW

The study of **PDHPE** provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Through **PDHPE**, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school. **PDHPE** has a combined practical and theoretical component, with focus on the following:

### **Organisation of Content**

The PDHPE 7–10 syllabus is shaped by five propositions, organised into three content strands, with a focus on three PDHPE skill domains. The following diagram provides an illustrative representation of these elements and their relationship.



## OBJECTIVES

### **Knowledge, understanding and skills**

Students:

- Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- Demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- Understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- Enact and strengthen health, safety, wellbeing and participation in physical activity.

## **SKILLS**

Students:

- Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- Move with confidence, competence and creativity within and across various physical activity contexts

## **VALUES AND ATTITUDES**

Students value and appreciate:

- Appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

## **REQUIREMENTS:**

- 98 page workbook
- Physical Education attire (school sports shirt, shorts, white socks, sports shoes)

## **ASSESSMENT:**

Theory: research assignments, Yearly Examinations. (50%)

Practical: Participation, enthusiasm and involvement in a number of sporting contexts. (50%)  
(Year 10 aligned with RoSA Achievement)

## **PDHPE FACULTY - SCHOOL SPORT**

Year 9 and 10 students will attend two hours of sport every Thursday B week. Sport selections will be made on a semester basis where they will have an opportunity to select new sports for each semester period. Selections will be completed online. The cost for each sport varies and must be paid for the term upon invoice from the school. A permission and information note will be made available at the end of the year. Students will not be able to participate in sport if invoices are not paid.

## **PDHPE FACULTY – SPORTS CARNIVALS**

Students will attend three compulsory sporting carnivals throughout the course of year. They include;

- 1) Swimming Carnival at Gosford Swimming Pool (Term 1)
- 2) Cross Country Carnival at Narara Valley High School (Term 1)
- 3) Athletics Carnival at Mingara Athletics Centre (Term 2)

Specific dates to be advised and information for each of these carnivals to be available in the weeks leading to the carnival. There will be a small cost for bus and entry to the swimming and athletics carnivals.

**Rel Head Teacher:** Mrs J. Morrison

**Sports Coordinator:** Mr. D. Koen

**Contact Persons:** Mrs C. Drew, Mr. B Bannister, Mr D. Heron, Mrs N. Ludlam,  
Ms J Moody, Mr H Wickert

## CHOOSING YOUR ELECTIVES

Frequently asked questions:

1. **Which Elective Subjects Are The Most Useful?** Some may appear to be more useful than others, but you should remember that no subject is intended as a preparation for any particular vocation, job or career. The simple fact is that employers are most concerned with your achievements in the core subjects, such as English, Science and Mathematics.
2. **Which Subjects Are The Easiest?** A great deal depends on your interests and abilities. If you like a subject and are good at it, you may find it easier than others. Perhaps this is a reason to consider studying it as an elective.
3. **What About the Teacher?** You cannot depend on any particular teacher having your class next year or in any other year. In fact, that teacher may not even be at the school next year.
4. **What About My Friends?** Your selections may affect your future, both at school and beyond and you should not be influenced by what your friends decide. They are concerned with their own future and you should be concerned with yours.
5. **What About If My Brother or Sister Took A Subject?** Your sister or brother can certainly tell you how they have coped with the subjects they chose, but they will not be able to tell you about the subjects they did not choose. Because all people have different abilities and interests, you may find that other subjects have more appeal for you.
6. **What If I Like A Subject?** This is a very good reason for choosing your subjects. A subject that you like, or one in which you can do well, is always a good choice.
7. **Will My Choices Affect My Future Schooling?** All elective subjects offered in Year 9 allow you to progress to appropriate courses in Years 11 and 12.
8. **What about subject Fees?** Read the conditions of each elective carefully including the fees attached. These will differ between electives. They are used to provide the student with ongoing resources and materials to experience the elective. You must discuss your Elective choices with your parents because they need to approve your subjects.

You may need advice from within the School, teachers and Head Teachers will assist you.

Above all, think out your choices carefully. They may affect your ability to do well at school and beyond.

**Remember, you cannot change once you have started in Year 9.**

Students are only allowed to choose up to a maximum of two Industrial Technology subjects of the five available.

Industrial Technology

- Wood
- Metal
- Electronics
- Engineering
- Multimedia/Photography

# ABORIGINAL STUDIES

This is a school delivered Board Developed Course for HSC. Narara Valley High School offers the Year 11 Stage 6 HSC Course over the Year 9 and Year 10 elective years. Successful completion of this course completes the Year 11 component of a 2 Unit HSC subject allowing students to complete the Year 12 component while in Year 11.

## **Course Rationale:**

The study of Aboriginal Studies develops an appreciation of:

- Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness.
- The unique value of Aboriginal Peoples and their cultures to Australian identity.
- The contemporary issues affecting Aboriginal communities across Australia.
- The local community and other Aboriginal communities to develop an understanding of the diversity of Aboriginal Peoples and communities.
- The fundamental importance of land and spirituality to all Aboriginal Peoples.
- The importance of autonomy and self-determination to the future of both Aboriginal and non-Aboriginal people

## **Course Content:**

Students will undertake a study of two core topics and a range of options:

### **Core Topics**

1. Aboriginal identities: - Exploring and expressing culture through dance, storytelling, art and music. Significant local Aboriginal identities.
2. Aboriginal Autonomy: -Making a difference

### **Elective Topics**

1. Aboriginal Enterprise and Organisations
2. Aboriginal Visual Arts
3. Aboriginal Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Oral and Written Expression
6. Aboriginal Film and Television
7. Aboriginal Technologies and the Environment
8. Aboriginal Peoples and Sport
9. Aboriginal Interaction with Legal and Political Systems
10. Class Developed Option

This course is a hands on community linked course that engages students with both the historical and contemporary aspects of Aboriginal culture and life. It links students with the deep history and culture of our region and incorporates the expertise of elders and community members.

## **Course Fee:**

Related excursions / field work expenses.

## **Assessment:**

Students will undertake a range of assessments including the use and application of oral histories, practical experiences, in class tasks, fieldwork, journal entries and inquiry based learning.

**Rel Head Teacher: Ms J Grundy**

# **AGRICULTURE**

## **COURSE DESCRIPTION AND CONTENT**

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems.

Students undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

## **TOPICS AND ASSESSMENT**

### **Year 9**

- Introduction to Agriculture
- Plant Production 1 - Vegetable Production Enterprise
- Animal Production 1 - Chicken Layers Enterprise

### **Year 10**

- Agricultural Systems and Management - Dairy Cattle Enterprise
- Animal Production 2. - Sheep Production

## **COURSE FEE**

A fee of \$40.00 will be charged. Students need to be prepared with a set of general stationary equipment i.e. pens, pencils, prior to the commencement of class.

**Rel Head Teacher: Mrs J. Sellars**

## **BIG HISTORY**

Big History is an exciting new subject that has been approved by the NSW Education Standards Authority (NESA) to be taught at Narara Valley High School. It is a unique course which has been developed in cooperation with the BG3 Foundation in the United States, through the office of Bill Gates; and Macquarie University in Sydney. Narara Valley is very proud to be selected as one of the pioneers of Big History. Now in its ninth year, Big History has developed into a successful global course.

Big History covers the history of the Universe from the Big Bang right through to considerations about our future. It draws on a range of subject disciplines to create an understanding of the Universe and our place in it. There are elements of history, astronomy, chemistry, biology and philosophy helping students to understand that knowledge is drawn from the whole human experience.

Resources for the course are being developed in cooperation with Intentional Futures, a high tech team of Microsoft executives from Seattle in the United States. They are working closely with teachers to ensure that students undertaking Big History will have access to the latest resources possible, developed to ensure students develop a deep understanding of the course content in the most relevant and exciting way possible.

### **CONTENT OUTLINE**

Throughout the course, students will travel from the first second of the Big Bang, through the formation of stars, planets and the earth. From there, they will investigate the emergence of life, evolution and finally the period of human existence. The latest technology will help students to access an exciting array of digital resources provided from the United States. The course will run over 200hrs in Year 9 and Year 10.

### **COURSE FEE**

Course fee: Nil

### **ASSESSMENT**

Assessment will be in line with current policies. There will be assessment tasks throughout each year which allow students to utilise the latest in digital technology, and will be accessible to the full range of student abilities.

Big History is being developed to ultimately be used globally. It is a rare and exciting opportunity for students to contribute to the development of an educational resource that will be used around the world. It is designed to be accessible to the full range of student abilities, and lessons will be geared to the ability level of the class. It will suit students who ask questions, have a sense of adventure, and see learning as an opportunity to develop into global citizens.

**Rel Head Teacher:** Mr M Britt (TAL Staffroom)  
**Contact Teacher:** Mr M Britt

# CHILD STUDIES

## **AIM**

The aim of the Child Studies Content Endorsed Course Year 7 – 10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0 - 8 years) in a range of settings and contexts.

The course is organised in a logical sequence from conception and family planning to pregnancy, birth and relevant areas of childcare. There are also focus areas on culture, technology and children, as well as recognising growth and development through play. It will give the students' knowledge and experience that they will use in their adult lives and may also lead to interesting and rewarding careers.

## **THE MODULES INCLUDE:**

- Preparing for Parenthood/Conception to Birth
- Family Interactions/Newborn Care
- Growth and Development
- Play and the Developing Child
- Food and Nutrition in Childhood
- Children and Culture
- Health and Safety in Childhood/Childcare Services and Career Opportunities
- Media and Technology in Childhood
- Aboriginal Cultures and Childhood
- The diverse needs of Children

## **COURSE FEE**

Course fee: \$35.00

## **REQUIREMENTS**

An A4 exercise book of 100 pages is required.

## **ASSESSMENT TASKS**

### **Year 9**

1	Egg Rearing Task	30 %
2	Party Plan Task	30 %
3	Comparative Study	40 %

### **Year 10**

1	Recipe Book and Research Folio	30 %
2	Media and Technology Task	30 %
3	Personal Interest Project	40 %

**Rel Head Teacher:** Mrs J Morrison  
**Contact Person:** Mrs J. Moody, Mrs N. Ludlam



# COMMERCE

## **COURSE CONTENT**

Commerce provides the knowledge, skills, understanding and values that form the foundations on which young people make sound decisions on consumer, financial, business, legal and employment issues. Central to the course is the development of understanding relationships between consumers, business and government in the overall economy.

The aim of the course is to develop confident, competent and responsible commercial citizens who may also continue with Business Studies, Business Services, Retail Services and Legal Studies for the HSC.

Students will cover the core topics of Consumer Choice, Personal Finance, Law and Society and Employment Issues. Students also study a minimum of five options from; Investing, E-commerce, Running a Business, Law in Action, Promoting and Selling, Global Links, Our Economy.

This course provides a sound basis for senior courses in Business Studies, Economics and Legal Studies.

## **STUDENT OUTCOMES**

Students will develop:

1. Knowledge and understanding of consumer, financial, business, legal and employment matters.
2. Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues.
3. Skills in working independently and collaboratively.
4. Skills in effective research and communication.
5. Foundation knowledge and skills to assist with Business Studies, Economics and Legal Studies.

## **SPECIAL FEATURES AND REQUIREMENTS**

Students are required to keep effective note sets; be involved in practical and inquiry based research and participates in fieldwork activities. Fieldwork activities include running a student business, integrating gaming to create a virtual business. Studies in Commerce involve local excursions and trips to Sydney.

## **COURSE FEE**

Related excursion costs.

## **ASSESSMENT**

Assessment will be based on the following requirements:

Assessments will take the form of media studies, ICT skills, inquiry based research, practical activities, fieldwork activities and presentations.

**Rel Head Teacher:** **Ms J Grundy**

# DANCE

## **COURSE CONTENT:**

In Dance students engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an art form**

Dance content is integrated, and the study of the elements of dance links the three practices.

- Students will develop knowledge, understanding and skills about dance as an art form through dance performance as a means of developing dance technique and performance quality to communicate ideas.
- Students will develop knowledge, understanding and skills about dance as an art form through dance composition as a means of creating and structuring movement to express and communicate ideas.
- Students will develop knowledge, understanding and skills about dance as an art form through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

## **STUDENT OUTCOMES:**

1. Students demonstrate an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
2. Students demonstrate enhanced dance technique by manipulating aspects of the elements of dance.
3. Students demonstrate an understanding and application of aspects of performance quality and interpretation through performance.
4. Students explore the elements of dance as the basis of the communication of ideas.
5. Students compose and structure dance movement that communicates an idea.
6. Students describe and analyse dance as the communication of ideas within a context.
7. Students identify and analyse the link between their performances and compositions and dance works of art.
8. Students apply understandings and experiences drawn from their own work and dance works of art.

## **REQUIREMENTS:**

1. A 128 page Exercise Book
2. School Physical Education attire or appropriate dance gear -
  - Black leggings or shorts and t-shirt (no midriffs allowed)
  - No dance shoes are required
3. **IT IS A DEFINITE REQUIREMENT OF THE COURSE TO CHANGE FOR ALL PRACTICAL LESSONS.**

## **PRACTICES:**

**Performance:** Performance refers to the application of dance technique and performance quality to a dance that communicates an idea. The Dance Years 7 – 10 Syllabus employs a generic dance training described as ‘dance technique’ based on the fundamentals of classical ballet and modern dance techniques through which students acquire appropriate strength, flexibility, coordination, endurance and skill.

**Composition:** Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

**Appreciation:** Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They observe and describe performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students’ understanding of their own dance performance and composition.

## **ASSESSMENT:**

Performance	40%
Composition	30%
Appreciation	30%

Dance is mainly a practical subject but also has theory components that are linked to all of the three inter-related areas. Students need to be interested and motivated towards being actively involved in both practical and theory sessions. Students need to be prepared to bring appropriate dance wear to every practical lesson in order to engage with the lesson content and course outcomes.

## **COURSE FEE**

\$22.00 fee required for resources.

**Head Teacher:** Mrs L. Akhurst  
**Contact Person:** Mrs B. Nicol

# DRAMA

## **COURSE CONTENT**

Drama aims to provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection.

Drama in Years 9 and 10 includes the following content material and skills:

- Elements of Drama and Play Building
- Development of Australian Theatre
- History of Theatre – Focus study on Greek Theatre and Commedia Dell’ Arte
- Improvisation and Reflection
- Renaissance Theatre and Macbeth
- Realism and Monologues
- Theatre of Reform and Transformation
- Film Acting and Production

## **STUDENT OUTCOMES**

Students will develop their ability to:

- manipulate the elements of drama to create belief, clarity and tension in character, role, situation and action
- contribute, select, develop and structure ideas in improvisation and play building
- devise, interpret and enact drama using scripted and unscripted material or text
- explore, structure and refine ideas using dramatic forms
- apply acting and performance technique to communicate dramatic meaning
- selects and uses performance spaces, theatre conventions and production elements appropriate to audience and purpose
- employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- responds to, reflects on and evaluates elements of drama, dramatic forms performance styles, dramatic techniques and theatrical conventions
- analyses the contemporary and historical contexts of drama
- analyses and evaluates the contribution of individuals and groups to processes and performance in drama using relevant drama concepts and terminology

## **SPECIAL FEATURES AND REQUIREMENTS**

Excursions to dramatic performances, plus transport and admission costs.

## **COURSE FEE**

A course fee of \$10.00 will apply, plus excursion fees to dramatic performances.

## **ASSESSMENT**

Assessment will be a combination of practical, logbook and assignment work.

**Head Teacher: Ms L. Akhust**  
**Contact Person: Ms M. Davidson/Ms S. Thomas**

# **FOOD TECHNOLOGY**

## **COURSE DESCRIPTION AND CONTENT**

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends

## **COURSE FEE**

A course fee of \$80.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

## **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10

**Rel Head Teacher: Mrs J. Sellars**

## **CAFÉ CULTURE**

### **COURSE DESCRIPTION AND CONTENT**

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identify needs and problems.

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

### **COURSE FEE**

A course fee of \$80.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

### **ASSESSMENT**

Assessment will be as follows:

#### **Year 9**

Design projects and Practical Applications throughout Year 9

**Year 10** - AQF VET Qualification: SIT 10213 Certificate 1 in Hospitality

This course will be credentialed as a 100 hour elective study on the ROSA

### **UNITS COVERED:**

- **BSBWOR203B** Work effectively with others
- **SITXCCS101** Provide information and assistance
- **SITXWHS101** Participate in safe work practices
- **SITXFSA101** Use hygienic practices for food safety
- **SITHFAB204** Prepare and serve espresso coffee
- **SITHCCC101** Use food preparation equipment
- **SITHCCC103** Prepare sandwiches

**Rel Head Teacher: Mrs J. Sellars**

# **GEOGRAPHY ELECTIVE**

## **COURSE RATIONALE:**

Geography emphasizes the role, function and importance of the environment in supporting human life from local to global scales. It also emphasizes the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environment depends on the quality of interactions between people and natural world.

## **COURSE CONTENT**

Students undertake study of at least five of the following focus areas:

1. Physical Geography.
2. Primary Production.
3. Australia's Neighbours.
4. Oceanography.
5. Global Citizenship.
6. Political Geography.
7. Interactions and Patterns along a Transcontinental Transect.
8. Locational Study eg. Kosciuszko.

This course focuses on social, economic and political contemporary events globally.

## **COURSE FEE**

Related Excursion costs / field work expenses.

## **ASSESSMENT**

Students will undertake a range of assessments including the use and application of technology, in class tasks, fieldwork, journal entries and inquiry based learning.

**Rel Head Teacher: Ms J Grundy**

## **INDUSTRIAL TECHNOLOGY - METAL**

**PLEASE BE AWARE STUDENTS CAN ONLY CHOOSE A MAXIMUM OF TWO INDUSTRIAL TECHNOLOGY SUBJECTS**

### **COURSE DESCRIPTION AND CONTENT**

The study of Industrial Technology - Metal provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

### **COURSE FEE:**

A course fee of \$80.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

### **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10

**Rel Head Teacher: Mrs J. Sellars**



## **INDUSTRIAL TECHNOLOGY – MULTIMEDIA/PHOTOGRAPHY**

**PLEASE BE AWARE STUDENTS CAN ONLY CHOOSE A MAXIMUM  
OF TWO INDUSTRIAL TECHNOLOGY SUBJECTS**

### **COURSE DESCRIPTION AND CONTENT**

The study of Industrial Technology - Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

### **COURSE FEE**

A course fee of \$25.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

### **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10.

**Rel Head Teacher:                      Mrs J Sellars**

## **INDUSTRIAL TECHNOLOGY - TIMBER**

**PLEASE BE AWARE STUDENTS CAN ONLY CHOOSE A MAXIMUM OF TWO INDUSTRIAL TECHNOLOGY SUBJECTS**

### **COURSE DESCRIPTION AND CONTENT**

The study of Industrial Technology – Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module.

### **COURSE FEE**

A course fee of \$80.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

### **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10.

**Rel Head Teacher: Mrs J. Sellars**

# **INDUSTRIAL TECHNOLOGY - ENGINEERING**

**PLEASE BE AWARE STUDENTS CAN ONLY CHOOSE A MAXIMUM OF TWO INDUSTRIAL TECHNOLOGY SUBJECTS**

## **COURSE CONTENT AND CONTENT**

The study of Industrial Technology – Engineering provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a select area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

## **COURSE FEE**

A course fee of \$50.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

## **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10

**Rel Head Teacher: Mrs J. Sellars**

# JAPANESE

## **GENERAL INFORMATION**

Japanese has been identified as a priority language under the National Curriculum, reflecting its importance as Australia's second largest trading partner, a major source of tourist income for Australia and a popular destination for Australian tourists. In today's globalised world, the ability to speak a foreign language and understand another culture is a valuable asset for all students, regardless of their future career goals as it broadens students' opportunities in all fields.

Students at NVHS who select elective Japanese for stage 5 will explore aspects of the Japanese language and culture for the duration of years 9 and 10. They will analyse elements of daily life in Japan through visual images, online media, documentaries, anime movies, art, cooking and hands on learning. Students will develop communication skills in Japanese through scripted role plays, games, class discussions, posters, creative work, group activities and interactive whiteboard materials. They will consolidate their knowledge of the hiragana alphabet and learn how to write katakana and expand their knowledge of kanji for a truly authentic experience in undertaking this language.

## **COURSE OUTLINE**

Throughout Years 9 and 10 students will cover a wide range of topics, including but not limited to:

- Shopping and leisure
- Food and Eating Out
- Travel and Weather
- Festivals and Celebrations
- Daily Routine
- Making Plans
- School life

To support and further enrich their learning experience a range of incursions and excursions are offered to students whenever possible.

## **COURSE FEE**

Nil

## **ASSESSMENT**

Elective Japanese students will have their progress assessed against NESA syllabus outcomes and will complete a variety of assessment activities including creative tasks, research, in class tests and role plays through 21<sup>st</sup> century learning experiences. This is managed in Japanese through a range of formal and informal assessment activities across intercultural and language skills covering reading, listening, speaking and writing.

**Head Teacher:** Ms J Grundy  
**Contact Person:** Mrs A. Robinson

## **MARINE AND AQUACULTURE TECHNOLOGY**

The study of Marine and Aquaculture Technology develops a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

### **COURSE OBJECTIVES:**

Knowledge, understanding and skills.

Student develops:

- knowledge and understanding of marine and aquatic environments
- knowledge and understanding of the economic sustainability of aquaculture
- knowledge and understanding of the role of aquaculture in the preservation of wild seafood stocks and the marine environment
- knowledge, understanding and skills that promote ethical and sustainable practises in the use, management and protection of the marine environment
- knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
- knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment
- knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts.

### **VALUE AND ATTITUDES**

Students:

- appreciate the contribution and impact of innovation and technologies now and in the future
- appreciate the diversity of marine and aquatic environments
- appreciate the finite nature of marine and aquaculture resources and the impact of their use on the environment and society
- value the development of skills and gain satisfaction from their use to develop solutions to personal social and global issues.

**COURSE STRUCTURE:** 200-hour course delivery

- Students must undertake a range of practical experiences that occupy the majority of course time.
- Core 1 is 25 indicative hours.
- Core 1 is to be taught as a standalone module at the beginning of the course.
- Five option modules must be delivered in the first 100 hours
  
- Core 2 is 10 indicative hours.
- Core 2 is to be taught as a standalone module at the beginning of the second 100 hours of the course.
- Six option modules must be delivered (additional to those in the first 100 hours).
- Option modules may be taught individually, concurrently or integrated.
- Each option module is 15 indicative hours.

**COURSE FEE:** \$10 fee plus additional cost of excursions and courses completed.

**NB** This course may offer many opportunities for excursions and courses. These require additional costs such as:

- Marine Excursion – 2 days  
approximately \$300
- Snorkeling Certificate approximately  
\$65

**Head Teacher:** Mrs A Barrale  
**Contact Teachers:** Ms L Rolfe/ Mr M. Enders

# MUSIC

## COURSE OUTLINE

The content of this elective music course is presented in the three areas of Performance, Composing and Listening.

- **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 will be expected to develop their ability to perform on their chosen instrument.
- \* Students will examine different styles of music (playing), and be familiar with the following concepts and their related vocabulary: pitch, duration, tone colour, texture, structure, dynamics and expressive techniques.
- \* Notational skills will be studied in more detail, with these being understood and developed in the students own compositions.
- \* A wide variety of music will be encountered, thus developing an understanding of the style and composing techniques of various periods.
- \* Individual tuition for focus instruments are not part of this course. It is recommended that external learning is essential for skill development on your instrument. Elective Music is the study of context and concepts that applies to all instruments.

## STUDENT OUTCOMES

The students will develop a continuing desire to expand music concepts and skills through activities such as:

1. performing – both solo and ensemble
2. composing – creating own melodies and harmonies, and notating these on computer software
3. listening – to different styles of music and developing aural skills

Students develop the desire to participate in music making for self-expression, satisfaction and enjoyment.

## SPECIAL FEATURES AND REQUIREMENTS

- \* A hardcover ring folder/exercise book, for music written lessons.
- \* A display folder.
- \* Access to an instrument at home to practice for practical requirement.
- \* Device must be bought to all lessons.
- \* Headphones.

Students are expected to have some competency in playing a range of instruments, therefore it is necessary that the student must be **motivated** and have their **own instrument** or have access to some type of musical instrument for rehearsal purposes.

## COURSE FEE

A fee of \$25.00 will apply for school manuscript paper, printing, maintenance of instruments, technology resources, sheet music and other consumables.

## **ASSESSMENT**

Students will be assessed according to the three areas implemented during the course.

* Performance	40 %
* Creative Expression (Aural Skills and Composition)	20 %
* Listening (Theory and Unit work)	40 %

**Head Teacher:** Mrs L. Akhurst  
**Contact Person:** Mr A. Legg/ Mrs G. Diamandis/ Mr B. Ross



# PDHPE FACULTY – PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

## **Aim**

The aim of the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

## **Overview**

Physical Activity and Sports Studies promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students develop an appreciation of the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

## **Objectives**

### **Knowledge and understanding**

Students:

- develop a foundation for efficient participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport.

### **Skills**

Students:

- develop the personal skills to participate in physical activity and sport with confidence.

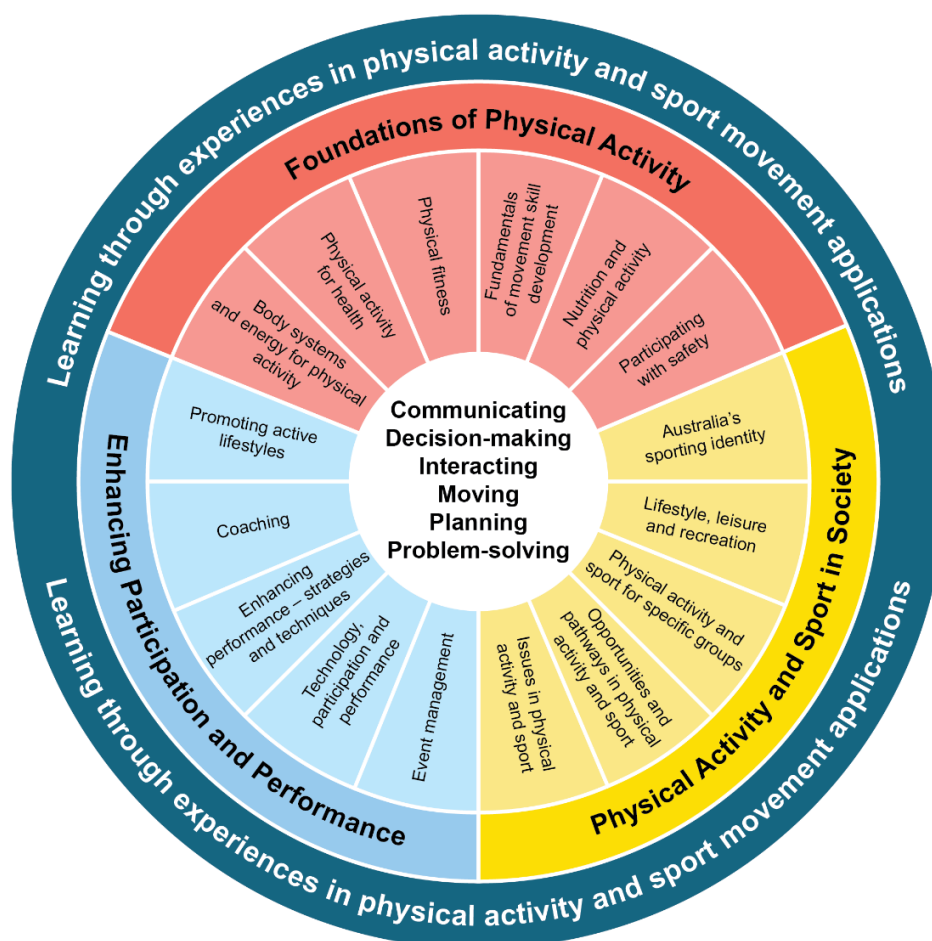
### **Values and attitudes**

Students:

- develop a commitment to lifelong participation in physical activity and sport
- develop an appreciation of the enjoyment and challenge of participation in physical activity and sport
- recognise the value contributions of physical activity and sport have to wellbeing and society.

## **Organisation of Content**

The following diagram provides an illustrative representation of elements of the course and their relationship.



### **Requirements:**

- 98 page workbook
- NVHS PDHPE Uniform (school sports shirt, shorts, white socks, sports shoes, hat)

### **Assessment:**

Theory: Topic tests, research assignments 50%

Practical: Skills and attitudes, participation, enthusiasm and completion of external events 50%

**Course Fee:** \$25.00 and associated excursion costs

**Rel Head Teacher:**

**Mrs J. Morrison**

**Contact Persons:**

**Mr. D. Koen, Mrs N. Ludlam, Mrs C. Drew, Mr. B Bannister, Mr D. Heron**

# **TEXTILES TECHNOLOGY**

## **COURSE DESCRIPTION AND CONTENT**

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Furnishings
- Costumes
- Textile Arts
- Non-Apparel

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study – Design, Properties and Performance of Textiles, Textiles and Society – are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

## **COURSE REQUIREMENTS**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

## **COURSE FEE**

A course fee of \$40.00 per year will be charged as students must undertake a range of practical experiences. Practical experiences allow students to develop skills and confidence in the use of a range of food items and equipment.

## **ASSESSMENT**

Design projects and Practical Applications throughout Year 9 and Year 10.

**Rel Head Teacher:**                      **Mrs J. Sellars**

# VISUAL ARTS

## COURSE CONTENT

The Visual Arts Course is concerned with developing students' ability to make and study images and objects which have a range of meanings and purposes. Students are encouraged to understand the works they make as well as those of artists, craftspeople and designers by engaging in the three Visual Arts practices of:

**Art Making:** This involves students in making 2D, 3D and 4D artforms using a variety of media, techniques and subject matter. Students also use their imagination and develop skills to give form to their ideas, feelings and beliefs.

Forms explored could include, Drawing, Painting, Printmaking, Ceramics, Sculpture, Photography, Computer Imaging and Video

**Provision to Explore:** Drawing and computer based technologies is a requirement.

**Art Criticism:** Involves developing an understanding about the meanings of works as well as making judgements about their own and other works.

**Art History:** Involves investigating and interpreting works within their historical context as well as developing relationships between artworks.

Content is organised under the broad areas of Practice, Conceptual Framework and Frames. Programs of work provide opportunities for students to engage in each of these practices with an emphasis on (**making artworks**)

## SPECIAL REQUIREMENTS

1. Coloured pencils, 3B and 6B pencils, paint apron or shirt to protect clothing (recommended).
2. Excursions may be organised to State and local galleries and field studies for practical activities involving travel costs.
3. Dervice to be bought to all lessons.

## COURSE FEE

A cost of \$45.00 will apply. This will cover the cost of art materials such as paints, inks, clays, printmaking materials, tools, photography materials and use of camera equipment, computer discs and printing materials.

## ASSESSMENT

	<u>Year 9</u>	<u>Year 10</u>
Making Artworks - Artworks	70 %	60 %
Studying Artworks - Critical Study - Historical Study	30 %	40 %

**Head Teacher:** Mrs L. Akhurst  
**Contact person:** Mrs L. Akhurst/ Mr M. Cajic

# VISUAL DESIGN

## COURSE CONTENT

Visual Design aims to develop skills and knowledge related to this specialised field within the Visual Arts. Students will develop and enjoy practical and conceptual autonomy as a Visual Designer.

Students will prepare work within a variety of structured modules and understand and value the meaning and significance in Visual Design artworks.

Modules are organised broadly as Print, Object and Space-Time.

Students will look at and study the role of Visual Design within the local environment and past and present societies and cultures.

Content is based on the broad headings of: Practice, Conceptual Framework and Frames

## SPECIAL REQUIREMENTS

1. **Mandatory:** Students will produce a folio of works incorporating resolved artworks.
2. Black A4 display folder with plastic sleeves.
3. A set of good drawing pencils would be beneficial. Artline pens, textas and other drawing materials would be beneficial if students wish to extend available equipment.
4. Excursions may be organised to the local area and to Sydney involving travel costs.

## COURSE FEE

A cost of \$40 will apply. This covers cost of art materials, ink, digital, software and specialist equipment.

## ASSESSMENT

		<u>Year 9</u>	<u>Year 10</u>
Making Design works (practical tasks)	-	70 %	60 %
Critical and Historical Investigations	-	30 %	40 %

**Head Teacher:** Mrs L. Akhurst  
**Contact person:** Mrs L Akhurst/ Mr Cajic