

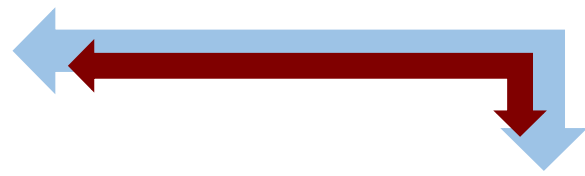
St Clair High School



Subject Selection Booklet

Year 9 2024

Year 10 2025



Welcome students to that exciting time in your secondary schooling where, for the first time, you are able to combine core learning areas with two elective subjects of your own choosing.

St Clair High School promotes a learning community for you as a student that offers a broad range of subjects, allowing you to study and work towards achieving the NSW Record of School Achievement (RoSA).

The high school curriculum is divided into 3 stages of two years each. The first stage of high school finishes at the end of Year 8 (Stage 4). Throughout Stage 4 all subjects are compulsory.

The second stage covers Years 9 and 10 (Stage 5). In this stage, students study a compulsory core curriculum plus they choose two subjects to focus on in more depth. The compulsory curriculum consists of English, Mathematics, Science, Geography, History, Personal Development, Health and Physical Education and Sport.

Selecting subjects for this next stage of your schooling is an exciting, but sometimes daunting, task. However, you can make this decision easier by completing these three steps:

- Collect information to help you evaluate choices.
- Work with teacher recommendations and achievement requirements.
- Select subjects you enjoy and have a genuine interest in.

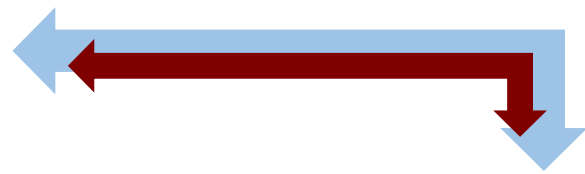
If you already have a particular career in mind then you should check about any subjects that may be useful to study. Your Homeroom mentor and our school Careers Adviser can be of great help here.

Parents are reminded that some electives involve subject fees to cover consumable items above the basic curriculum essential to facilitate a particular course. If there is financial hardship, parents may apply to the school for support to cover any subject fees.

St Clair High School, with its strong learning and wellbeing focus, provides a secure environment for you to develop your skills in Years 9 and 10. In 2026 you will be part of the Year 12 graduating class completing your secondary schooling and entering a world that offers opportunity for you to follow your dreams and realise your potential. The journey starts here - welcome aboard.

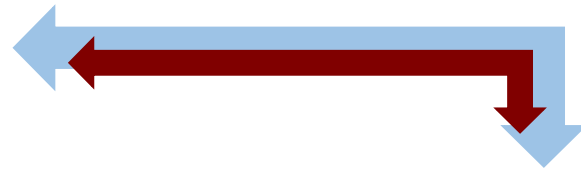
Mrs Julie Tegart

Principal













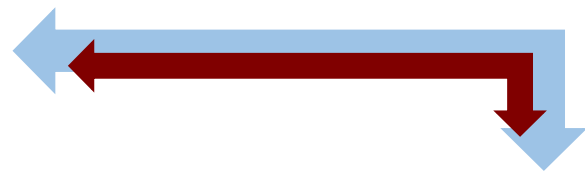
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If you have any course-specific questions, please email the appropriate Head Teacher/Coordinator below.

Head Teacher/Coordinator		
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<p>HSIE</p>  <ul style="list-style-type: none"> • Ancient History • Business Studies • Geography • History Extension • Languages • Legal Studies • Modern History • Society & Culture • Work Studies <p>Daniel Collette daniel.collette3@det.nsw.edu.au</p>	<p>MATHEMATICS</p>  <ul style="list-style-type: none"> • Mathematics Advanced • Mathematics Standard 2 • Mathematics Standard 1 • Mathematics Ext 1 • Mathematics Ext 2 • Numeracy <p>Vai Rasmussen vaiotei.rasmussen1@det.nsw.edu.au</p>	<p>PDHPE</p>  <ul style="list-style-type: none"> • PD/H/PE • Sports, Lifestyle & Recreation <p>Selwyn Brown selwyn.brown@det.nsw.edu.au</p>
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INTRODUCTION

Welcome to the commencement of your Stage 5 course. There are various subjects which are mandated by the NSW Education Standards Authority (NESA) and they make up the core of the Stage 5 program. However, one of the best aspects of Years 9 and 10 is that each student has the opportunity to select 2 elective subjects. The subjects students select to study in Stage 5 contribute towards the ROSA (Record of School Achievement) which will be presented on request at any time after the completion of Stage 5 studies.

Students will soon be asked to select their elective subjects for the Stage 5 course. St Clair High School is proud to be able to provide a wide range of subjects on offer for this selection.

In order to make informed and wise decisions, students and parents need to be aware of the following:

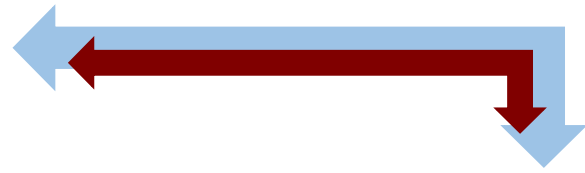
- The core subjects of **English, Mathematics, Science, Australian History, Australian Geography and Personal Development, Health and Physical Education are compulsory.**
- Attendance and participation in **Sport is also compulsory** in order for the satisfactory completion of Stage 5.
- Students are required to study 2 electives in Year 9 and continue with the same 2 electives in Year 10.
- Once these elective courses are selected you will be developing knowledge, skills and understanding over a two year period. You cannot change electives once you have begun a course.

The Year 9 curriculum pattern is set out on the next page. The grid shows which subjects are mandatory (core or compulsory) and those that are electives (2 subject choices).

The electives offered at St Clair High School are very diverse, so it is important to put a lot of thought into what is selected. All of them require commitment and dedication, and all of them involve the completion of both course work and assessment tasks leading to the completion of Stage 5.

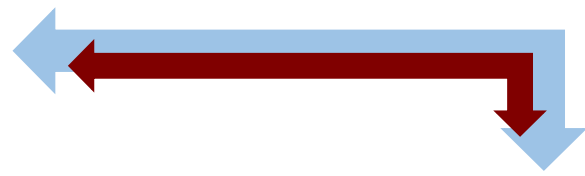
Tips to help you choose your subjects:

- Choose subjects that **you are really interested in**, so that you will be able to extend your skills and find your work rewarding.
- Do not choose subjects just because your friends want to do them. It is your education, so **you** make the decision.
- Do not choose a subject just because your favourite teacher takes it. Teachers may change classes or transfer to another school.
- You have several people who can advise you on your choices, including your Year Adviser, the Careers Adviser, your class teachers and your mentor. Discuss your choices with your parents.



2024/2025 Curriculum Pattern – Year 9 & 10

	Courses	ROSA requirements
CORE	English Mathematics Science Personal Development/Health and Physical Education & Sport HSIE – History and Geography	You must satisfactorily complete all the mandatory/core subjects Taught concurrently as HSIE throughout both years.
ELECTIVES	<div style="background-color: #f4a460; padding: 5px;">Human Society & its Environment (HSIE) Aboriginal Studies Commerce Geography Elective History Elective Work Education</div> <div style="background-color: #a4c6e0; padding: 5px;">Home Economics Child Studies Design & Technology Food Technology Hospitality VET Textiles Technology</div> <div style="background-color: #f4e0a4; padding: 5px;">Industrial Arts Industrial Technology - Engineering Industrial Technology - Multimedia Industrial Technology - Metal Industrial Technology – Timber Information & Software Technology Manufacturing Pathways (Timber) VET</div> <div style="background-color: #a4e0a4; padding: 5px;">Science iSTEM</div> <div style="background-color: #f4e0a4; padding: 5px;">Creative and Performing Arts (CAPA) Drama Music Photography Visual Arts Visual Design</div> <div style="background-color: #a4c6e0; padding: 5px;">Personal Development, Health and Physical Education (PDHPE) Physical Activity and Sports Studies (PASS)</div>	You MUST choose TWO of these courses to study (see detailed instructions on the next page)

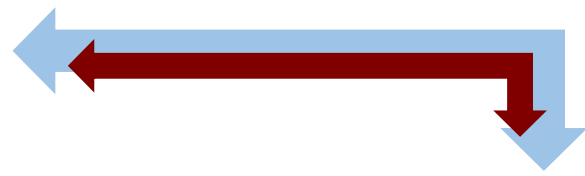


Selection of Electives

- To enable the school to begin the organisation of classes for next year, we need you to indicate your four (4) preferred elective courses for study in Year 9 in priority order on the subject Preference Sheet provided.
- The same subject cannot be selected more than once.
- There is no guarantee that all the subjects listed will operate next year at our school. This will depend on staffing and the number of students who choose each subject.
- Attempts will be made to satisfy the first two preferences of all students, but this may not be possible in every case. If your first two choices cannot be satisfied, you will be given your third and fourth choice/s in order of preference.
- Industrial Technology – Timber, Industrial Technology – Multimedia, Industrial Technology – Metal and Industrial Technology – Engineering are the same course with different focus areas.

School Grading System—Elective Courses

The School Grading System reports student achievement in all courses with an award of a grade A to E. The grade awarded will be based on the student's performance compared with the General Performance Descriptors which describe five levels of achievement (from "Elementary" to "Excellent") that students can be expected to attain in any course. The two elective courses you study will be reported on as 200-hour courses, and the grade awarded will be based on your performance over Years 9 and 10.



Parenting towards a successful Stage 5 at St Clair High School

St Clair High School is committed to students developing to their full potential. It is important that the family, community and the schoolwork together to establish a culture of personal best. Student achievement is dependent upon a climate conducive to learning. Factors which may influence this are positive self-esteem, motivation, family expectations and supporting challenging work with enabling skills.

Study

Successful students know how to study. Studying becomes an effective habit if you always use the same workspace at home.

Students need to plan their study with a workable timetable, which gives balance between free time, recreation time and study time. They need to avoid studying at times when they know they will be tired or there is a clash of priorities. A successful study program keeps a balance between subjects and has more than one subject each day with short breaks in between sessions. A study pattern needs to be maintained throughout the year and in the senior school this will increase substantially. Discuss methods such as summarising work, practising tests, creating codes, mind mapping, selecting the hardest questions to practise etc. Active study requires note taking when reading, making summaries, and rewriting the material in your own words or in diagrammatic form.

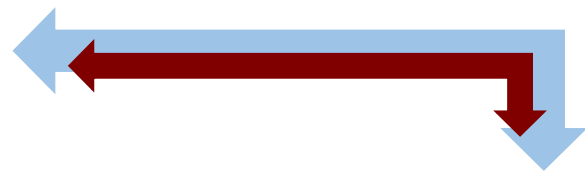
It is important that parents acknowledge and encourage the student's commitment to their study program and support their journey.

Time Management

It is important to discuss with your son or daughter the difference between time spent and the effective use of time. Students may feel that they spend an adequate amount of time studying but how much is really lost through distractions? Encourage your child to use a diary. If the student uses a diary effectively, they can readily identify with a quick glance when tasks are due. It is important for students to complete homework each night and to also work on assignments and complete subject revision. This assists in preventing tasks being all left to the night or weekend before they are due.

Motivation

Students need to be able to think about what they can look forward to achieving from their study. For example: personal satisfaction, university entrance, success at TAFE, gaining a job and that they are achieving their personal best. It is important that you talk to your child about the importance of short-term goals in achieving long-term objectives. Students need to set specific goals for each study period. They can jot these down at the beginning of each week or before they begin studying for the night. Ideally, they should have a study program prepared that they revisit and revise regularly. This is very important in the lead up time to exams. Students should try to break goals into achievable units rather than longer more tedious ones. Help your child establish achievable goals, listing them in their planner and checking them frequently. It is important that young people set their own goals as they need to feel that they are in control of and responsible for their learning.



Praise

Praising achievements is an important role in assisting students to succeed. It is important to talk to your child about tangible improvements that you have noted in areas such as self-confidence, attitude to study, perseverance, report comments, time management, writing skills and understanding about particular topics. We all respond well to encouragement and an atmosphere of optimism.

It is important to celebrate when goals are achieved. Attaining a short-term goal is a great motivator, demonstrating to children that with work and a positive attitude they can achieve. Reaching a goal is also a reminder to young people that they have control over their learning. Display confidence in the ability to succeed. Confidence shows through our language and the way we treat young people. Remember, confidence is catching.

Importance of PRIDE

St Clair High School acknowledges and values that it takes a wide variety of personal attributes to achieve success, and success can look different for every child. We advocate for students to show PRIDE in their learning – Participation, Respect, Innovation, Drive, Excellence.

At St Clair High School the focus of our assessment feedback is on the extent to which students have achieved course outcomes from NESA and the Educational standards. By demonstrating PRIDE in their learning, it is possible for every student in a course to achieve an excellent standard of learning outcomes in all components of the course.

It is important to discuss with your child the concept of continual improvement on past achievement. Encourage students to keep portfolios of work or assessment tasks so they can see evidence of long and short-term improvement.

Be Constructive

Discuss with your son or daughter the concept of constructive criticism. This will provide your child with the tools to improve with. It is important that they understand the difference between “positive” criticism and “negative” criticism. If your child request that you check their work, ensure that you highlight the strengths first and then the areas for improvement.

NSW Education Standards Authority

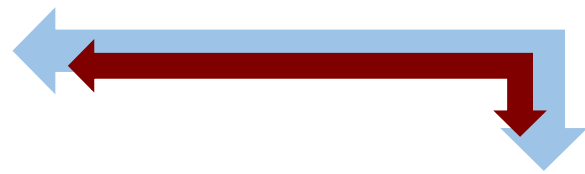
The NSW Education Standards Authority (NESA) has a section on its website for parents -

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

The parents' page listed on the left-hand column provides a section to help students and it is provided in several languages as well.

Conclusion

St Clair High School encourages a close relationship between staff, students and parents. Staff are always willing to discuss issues with parents. Your son's or daughter's classroom teacher and Head Teacher in each faculty will readily discuss any questions regarding course work. Each student has a Year Adviser who is a welfare mentor to a particular Year group. They will gladly arrange information from any or all subjects your child is undertaking and will discuss his or her general progress and welfare.

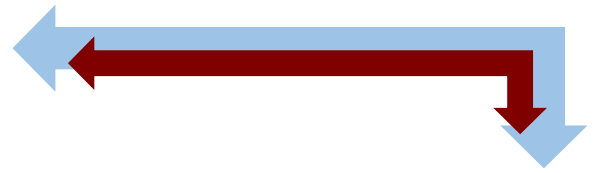


PROPOSED SUBJECT FEES

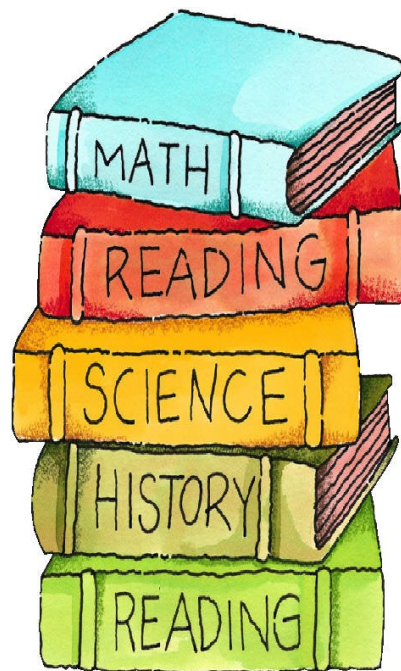
A fee to cover the cost of materials is required for some elective courses. The fee must be paid prior to the materials being issued to students. We ask that you consider the information below before making your selection of courses. Parents/carers who are experiencing financial difficulties which affect their ability to pay these fees should contact the Principal or Deputy Principal to discuss payment options.

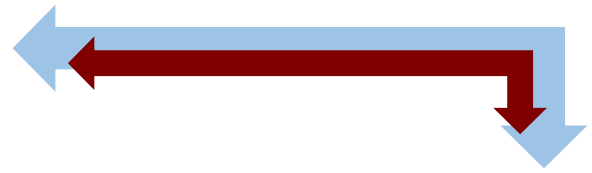
General School Contribution Fee \$70

SUBJECT	YR 9	YR 10
CREATIVE & PERFORMING ARTS FEES		
Visual Arts	\$55	\$55
Photography	\$60	\$60
Visual Design	\$55	\$55
Elective Music	\$45	\$55
Drama	\$30	\$30
Ceramics	\$60	\$60
HOME ECONOMICS FEES		
Food Technology	\$90	\$90
Textiles Technology	\$60	\$60
Child Studies	\$25	\$25
Design & Technology	\$75	\$75
Hospitality VET	\$45	\$60
INDUSTRIAL ARTS		
Industrial Technology - Engineering	\$75	\$75
Industrial Technology - Timber	\$75	\$75
Industrial Technology - Multimedia	\$30	\$30
Industrial Technology - Metal	\$75	\$75
Information and Software Technology	\$30	\$30
Manufacturing Pathways (Timber) VET	\$75	\$75
SCIENCE		
iSTEM	\$ 20	\$ 20



Core Subjects





ENGLISH

ENGLISH Faculty



RATIONALE

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

AIM

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

CONTENT AND TEXT REQUIREMENTS FOR STAGE 5

Over Stage 5, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** students move from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

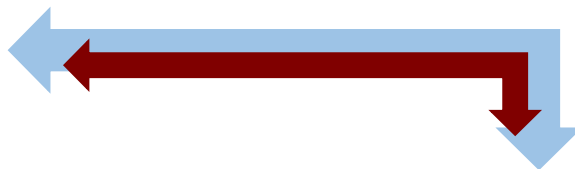
Stage 5

Fiction	At least two works
Poetry	A variety drawn from different anthologies and/or study of one or two poets
Film	At least two works
Nonfiction	At least two works
Drama	At least two works

REQUIRED ASSESSMENT TASKS

Students are expected to undertake a variety of both informal and formal assessment tasks such as:

- Extended Responses
- Varying degrees of Creative Writing styles
- Multimodal presentations and Speeches
- Written exams



MATHEMATICS

MATHEMATICS Faculty



RATIONALE

To participate fully in society, students need to develop the capacity to critically evaluate ideas and arguments that involve mathematical concepts or that are presented in mathematical form. The study of Mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

The study of Mathematics in Years 9 & 10 provides support for learning in other subject areas and builds a sound foundation for further Mathematics education.

AIM

The aim of Mathematics K–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

COURSE CONTENT

The essential content for Mathematics in K-10 is structured using Working mathematically processes that are embedded in the outcomes and content of Number & Algebra, Measurement & Geometry and Statistics & Probability. These outcome groups contain the knowledge, skills and understanding for the study of Mathematics in the compulsory years of schooling.

PATHWAYS OF LEARNING

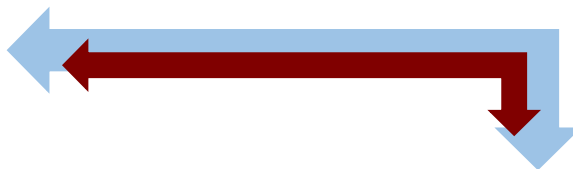
The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Stage 5 is built using a Core-Paths structure.

- Students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9 will work through the Core content.
- Students who have achieved most Stage 4 outcomes, generally by the end of Year 8 will work through the Core content and some Paths content.
- Students who have achieved all Stage 4 outcomes by the end of Year 8 will work through the Core and Paths content.
- Students studying some or all of the content of Paths will also study all of the Core content.

Students will be placed into a pathway suitable for their learning based on their results in Stage 4.

ASSESSMENT

At the end of Year 10 students will sit an examination. Work, topic tests and semester examinations will be held during Years 9 and 10 and the results from these assessments will contribute towards an overall grade awarded by the school for the ROSA.



SCIENCE

SCIENCE Faculty



RATIONALE

Science provides a distinctive view and way of thinking about the world. The study of Science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that Science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. An understanding of Science and its social and cultural contexts provides a basis for future choices and ethical decisions about local and global applications and implications of Science.

The study of Science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students work individually and in teams in planning and conducting investigations. They are encouraged to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions. Students are called on to apply and communicate their findings, understandings and viewpoints in a scientifically literate way when making decisions about the environment, the natural and technological world.

AIM

Years 9 and 10 Science aims to provide students with an opportunity to develop a more informed understanding of the natural and technological world in which they live. Students are exposed to the decisions that shape this world and develop their own ability to make informed opinions on topical issues.

Stage 5 Science (Years 9 & 10) provides a foundation for the study of Sciences (Physics, Chemistry, Biology, Investigating Science and Earth & Environmental Science) in the senior school.

COURSE CONTENT

It is envisaged that students will gain knowledge and understanding as well as developing skills, values and attitudes by studying these units of work:

Year 9

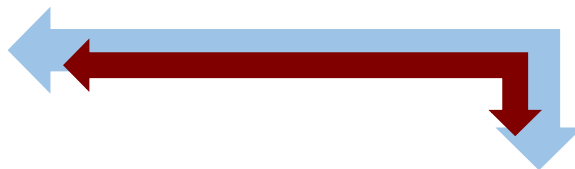
Year 10

Waves
The Periodic Table and Atoms
Sense, Control and Reproduction
The fragile Crust
Electricity & Communications Technology
Energy in Ecosystems
Chemical Patterns
Chemical Reactions

Mandatory Student Research Project
Energy Efficiency
Origins of the Universe
Genetics-DNA and Genes
Chemical Reactions
Newton Physics
Application of Science in Society
Genetics and Evolution
Advances in Science
Global Systems

TEACHING STRATEGIES

Students will continue to investigate and experience scientific phenomena by way of experimentation. Practical work will consist of experiments, fieldwork, research, use of video and film resources and the use of technology. It is expected that practical work will comprise 30% of class time.



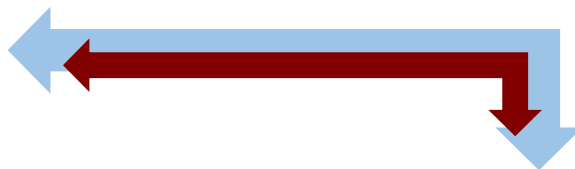
Theory work will be either teacher centred, or student centred depending on the concept being taught. Throughout the course students will be guided to become independent learners. The use of laptops is integrated and used throughout Years 9 and 10.

Students will be required to complete an independent major research project/investigation in Year 10. Students will receive guidance and support; this will enable students to independently complete the project.

SCHOOL ASSESSMENT

Assessment in Science will involve tasks that are designed to assess the students' knowledge and understanding of concepts addressed during the course. Skills, values and attitudes developed by the student will also be assessed.

Topic tests, practical reports, research assignments, practical tests, homework and class work together with half yearly and yearly examinations will be used to determine the student's overall assessment in Science.



HSIE- HISTORY AND GEOGRAPHY



HSIE Faculty

RATIONALE

In Stage 5 Human Society and its Environment (HSIE), students will study Australian History and Geography concurrently. They will explore a range of diverse Australian communities by studying the ways in which communities respond to change and exploring the historical issues and perspectives that have shaped our nation.

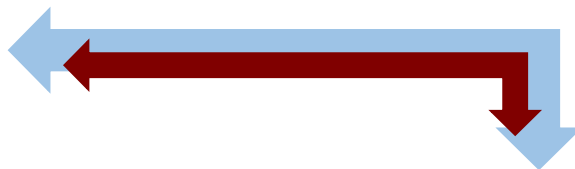
COURSE CONTENT

Topics set for study within this subject include:

- Changing places
- Human Wellbeing
- Australia and Asia - Making a Nation
- Rights and Freedoms
- Australians at War
- School developed option – the Holocaust
- Sustainable Biomes
- Environmental Change and Management

Throughout this subject, students will develop skills in the areas of interpretation, analysis, empathy, research, communication and working with sources.

Civics and citizenship education is embedded in all aspects of the HSIE curriculum ensuring that students are exposed to learning about how individuals, groups, and governments make decisions and the role they can play as active citizens in a democracy to help shape a fairer society for the future.



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION



PDHPE Faculty

RATIONALE

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

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.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

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.

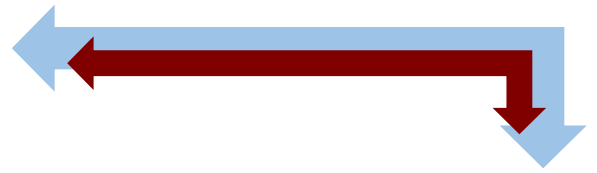
PDHPE SKILLS DOMAINS

The PDHPE syllabus provides a unique opportunity for students to develop, strengthen and refine skills across three domains:

- self-management
- interpersonal
- movement

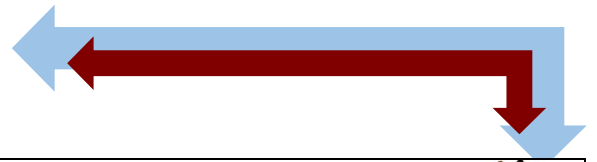
ASSESSMENT

A grade of A, B, C, D or E will be allocated to students at the end of Year 10. This is based upon achievement of course outcomes and completion of assessment work over the 2 years, with an emphasis on Year 10 assessment tasks. Students will be assessed on their achievement, effort and participation in practical lessons. Assessment within the class will include tests, assignments, and bookwork and classroom participation.



Elective Subjects





ABORIGINAL STUDIES

HSIE Faculty



RATIONALE

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students.

Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity.

COURSE CONTENT

Students undertaking the Aboriginal Studies course will study the following topics:

Core:

Aboriginal Identities

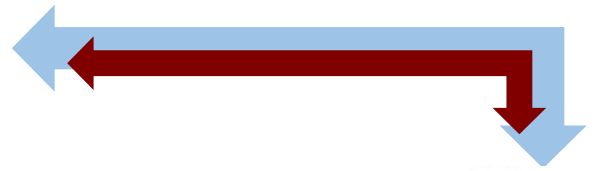
- Factors contributing to an individual's personal, cultural and national identity
- Diversity of cultural expressions
- Influence of social factors
- The ways in which Aboriginal peoples celebrate their culture
- The importance of spiritual identity
- The importance of kinship

Aboriginal Autonomy

- Human rights and self determination
- Dispossession of land
- Importance of the return of land
- Importance of economic independence

Options:

- Aboriginal Enterprises and Organisations
- Aboriginal Visual Arts
- Aboriginal Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Oral and Written Expression
- Aboriginal Film and Television
- Aboriginal Technologies and the Environment
- Aboriginal Peoples and Sport
- Aboriginal Interaction with Legal and Political Systems



CHILD STUDIES

TAS- HOME ECONOMICS Faculty



RATIONALE

Participation in this course will enable students to gain an insight into the needs of children in relation to early childhood development thus giving them the skills and confidence necessary to meet their current and future family responsibilities. This course is gender inclusive. Many students consider pursuing further studies and careers in childcare and related industries. The development of skills and knowledge through Stage 5 Child Studies courses will complement future studies in the Senior Curriculum. The course will provide opportunities for students to develop school to work skills and be better informed of employment opportunities and requirements when making future education and career choices.

COURSE OBJECTIVES

- Recognise that each child is an individual with varying abilities and needs
- Develop an understanding of the importance of a variety of interactions and activities, including play, in a child's life
- Develop an awareness of the range of resources and services provided for young children and their families in the local community
- Develop knowledge and skills that assist them to work safely and cooperatively in various childcare environments and activities.

Knowledge, understanding and skills:

- Knowledge and understanding of child development from preconception, through to and including the early years
- Knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children.
- Knowledge and understanding of external factors that support the growth, development and wellbeing in children
- Skills in researching, communicating and evaluating issues related to child development.

COURSE CONTENT

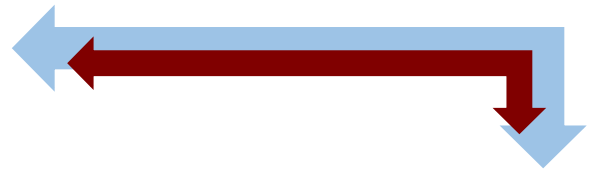
Units of Work may include:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Preparing for parenthood • Conception to birth • Family interactions • Newborn care • Growth and development • Play and the developing child • Children's literature | <ul style="list-style-type: none"> • Health and safety in childhood • Food and nutrition in childhood • Children and culture • Media and technology in childhood • Aboriginal cultures and childhood • The diverse needs of children • Childcare services and career opportunities |
|--|---|

PROJECTED ASSESSMENT

- Examinations and written tests
- Written reports and presentations (essays, research assignments, group presentations)
- Oral report
- Practical tasks – Child Care portfolio, Children's toys, Children's book
- Parenting Simulation

There is a cost incurred to cover consumables which is to be paid before students complete practical projects.



COMMERCE

HSIE Faculty



RATIONALE

Commerce provides the knowledge, skills and 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.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the use of technologies. Students gain greater competence in problem-solving and decision-making. It develops skills in effective research and communication and helps students to work independently and collaboratively.

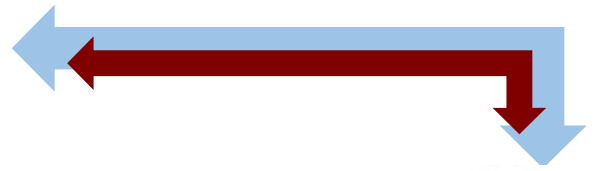
COURSE CONTENT

Core

- **Consumer and Financial Decisions** - Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.
- **The Economic and Business Environment** - Students develop an understanding of the importance, and features of, the economic environment, including markets in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.
- **Employment and Work Futures** - Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.
- **Law, Society and Political Involvement** - Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

Course Content – Options

- **Travel** - Students learn how to plan for travel solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.
- **Investing** - Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.
- **Promoting and Selling** - Students investigate the promotion and selling of goods and services. They analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers.
- **Running a Business** - Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business.
- **Law in Action** - Students investigate a range of situations in which individuals may come in contact with the law. They examine the legal rights and responsibilities of individuals in society and the range of options available for dispute resolution.
- **Towards Independence** - Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence.



DESIGN AND TECHNOLOGY

TAS- HOME ECONOMICS Faculty



RATIONALE

The study of Design and Technology will assist students to appreciate and be informed about a range of careers in design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students will develop knowledge, appreciation and applied skills for understanding knowledge-based economy and lifestyle.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects.

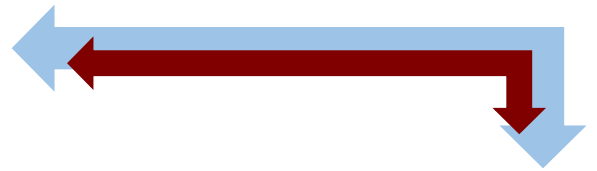
The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.

KNOWLEDGE, UNDERSTANDING AND SKILLS STUDENTS WILL DEVELOP

- Knowledge and understanding of design concepts and processes
- Understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments
- Knowledge and understanding of the work of designers and the issues and trends that influence their work
- Knowledge and understanding of and skills in innovation, creativity and enterprise
- Skills in communicating design ideas and solutions
- Knowledge and understanding of, and skills in managing resources and producing quality design solutions.

Focus Areas may include:

- | | | |
|-----------------|-------------------------|---------------------|
| • Accessory | • Aeronautical | • Agricultural |
| • Architectural | • Communication systems | • Digital media |
| • Engineering | • Environmental | • Fashion |
| • Food | • Furniture | • Graphical |
| • Industrial | • Information systems | • Interior |
| • Jewellery | • Landscape | • Marine |
| • Medical | • Packaging | • Promotional |
| • Software | • Structural | • Transport systems |



DRAMA

CAPA Faculty



RATIONALE

The Drama course at St Clair High School aims to provide students with skills in the areas of performing, making and appreciating. These aim to foster theatrical performance, co-operative learning and communication, an understanding of the creative process and exploring and appreciating aspects of human experience.

Students draw on play building and improvisation as well as traditional and contemporary theatre practices to integrate their skills and to become active, experiential, critical and reflective practitioners of drama and theatre. These skills provide a substantial base knowledge for Drama in the senior school.

COURSE CONTENT

Year 9

Elements of Drama/ Improvisation

An introductory unit that looks at the elements of drama. These are the basics of drama and are applied to the play building unit.

Performance (Monologue)

In this unit students use their knowledge of the elements of drama to develop their performance skills further including sensory memory, vocal and movement skills.

Play building (Core Topic)

This unit introduces the process of play building and has students working in groups on an original piece of performance based around issues drawn from a dramatic text set for study.

Year 10

Play building (Core Topic)

In this unit, students further develop their knowledge and experience of play building, exploring and devising an original group performance based on a series of external stimuli.

Commedia dell'Arte

This unit looks at Italian masked performance. Students design and make their own masks, creating and embodying their own stock characters culminating in the creation of a group performance.

Realism

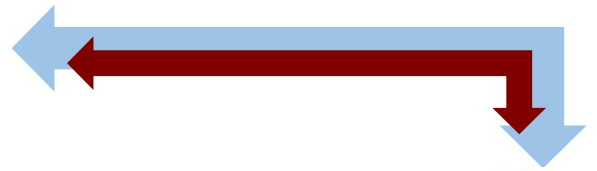
This unit introduces students to Stanislavskis Realism. Students focus on character development and analyse scripts to create realistic and believable characters.

ASSESSMENT

The assessment schedule in Drama consists of both practical (60%) and theoretical (40%) components. Students are expected to maintain a logbook throughout the year which is a place for them to write their reflections on the day's learning.

EXTRA CURRICULAR ACTIVITIES

Students have the opportunity to perform publicly for students, parents and the community at various times throughout the year. Students can also participate in a Drama Club and the school's Theatresports Competition as representatives of St Clair High School.



FOOD TECHNOLOGY

TAS – HOME ECONOMICS Faculty



RATIONALE

The study of Food Technology at St Clair High School provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. Through a study of food and its applications, the program caters for all students' needs and interests.

The aim of the Years 9–10 Food Technology program at St Clair High School 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. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

KNOWLEDGE, UNDERSTANDING AND SKILLS STUDENTS WILL DEVELOP

Students will develop:

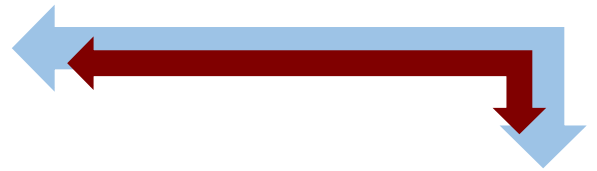
- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- Skills in researching, evaluating and communicating issues in relation to food
- Skills in designing, producing and evaluating solutions for specific food purposes
- Knowledge, understanding and appreciation of the significant role of food in society

Units of Work may include:

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

To meet Health & Safety requirements students are to have appropriate footwear (enclosed, full leather shoes) and an **apron**.

There is a cost incurred to cover consumables which needs to be met **before** students can participate in practical lessons



ELECTIVE GEOGRAPHY

HSIE Faculty



RATIONALE

How can I make a better world??

The world faces many problems and future global citizens must be given the tools we need to create a better world. Using the skills and approaches learned during Year 7 and 8 PIL classes, students will engage in project-based tasks to investigate and propose solutions to a number of key issues facing the world today.

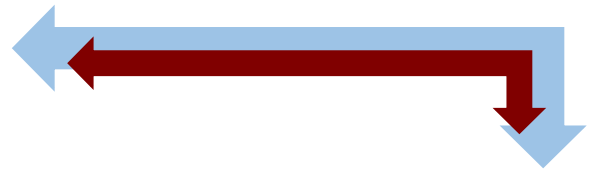
Students will become members of our own simulated United Nations Youth Council as representatives of various Asia Pacific countries. They will be making executive decisions about some of the world's most pressing issues.

Elective Geography is also closely modelled on a project-based learning approach, utilising many of the independent learning skills developed through the Contemporary Learning Initiatives classes during year 7 and 8.

COURSE CONTENT

- “Losing Nemo” - Managing the Oceans
- “World War 3” - Managing conflict Around the World
- “Grow it, Catch it, Dig it Up & Chop it Down” – Sustainably managing farms, fishery, mines and forests.

This course will enhance learning with hands-on geography, including a number of excursions to environmental sites and education centres.



ELECTIVE HISTORY

HSIE Faculty



COURSE CONTENT

Ancient, Medieval and Modern History

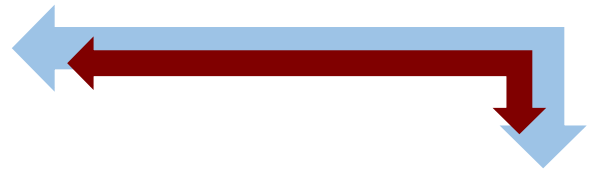
Using the skills and approaches learned during Year 7 and 8 PIL classes, students will engage in project-based tasks to investigate a broad range of topics that will allow them to appreciate and enjoy the human endeavours and achievements of the past. History provides opportunities for students to explore human interactions in many different forms and encourages them to develop empathy and an understanding of what motivates and drives the human spirit.

While there are a vast range of topics that can be studied, some examples are:

- Mandela – Freedom Fighter or Terrorist? Court case
- Cleopatra – Powerful ruler or glamorous beauty? Museum Exhibit
- Gangsters – comparing 1920s gangsters in Sydney and Chicago Board game
- Cannibal Convict – Alexander Pierce
- Pompeii – buried alive PowerPoint presentation
- The Batavia – a shipwreck horror story.
- “Heroes and Villains” - This will promote historical enquiry as students examine personalities such as Julius Caesar, Genghis Khan, Alexander the Great and Richard the Lion Heart to name but a few.

Students may also look at films in historical settings such as Ben Hur, Gladiator, 300 Spartans, Robin Hood, Rob Roy and Forrest Gump to see what extent such films are historically accurate in looking at particular periods in history.

Students will continue to develop individual and group-based Inquiry Learning techniques developed in Stage 4 and apply these to the investigation of a range of fascinating historical topics.



INDUSTRIAL TECHNOLOGY - ENGINEERING

TAS – INDUSTRIAL ARTS Faculty



COURSE CONTENT

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the material science and general engineering. Practical projects undertaken reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-based technologies. Students interested in engineering should have an interest in working with metal, timber, plastics and CAD activities to produce a range of modern and practical engineering products.

Examples of projects constructed in Industrial Technology Engineering include: a storage unit with multi-material, battery operated toy car, bridge model, solar powered car, robotics, LED torch, trebuchet, computer aided working drawings and a range of cardboard and paper models for mechanical testing.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community. A primary emphasis is the use of Computer Aided Design to communicate and present design concepts, as well as the full range of Microsoft software applications.

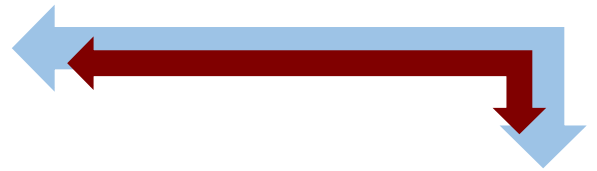
COURSE STRUCTURE

Students will undertake the Industrial Technology Engineering 200 hour course. Students will produce three projects in Year 9 followed by two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetic and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Engineering in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology – Engineering, Engineering Studies and/or Design and Technology.

COURSE REQUIREMENTS

- Health and Safety regulations apply to this course
- A **mandatory materials contribution fee of \$75 applies to this course**
- An A4 display folder for each project
- Coloured pencils, markers and pens
- Calculator



INDUSTRIAL TECHNOLOGY – METAL

TAS – INDUSTRIAL ARTS Faculty



COURSE CONTENT

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Practical projects undertaken reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-based technologies. Students interested in metal should have an interest in working with metal to produce a range of modern and practical metal products. Examples of projects constructed in Industrial Technology Metal include: a toolbox, a candelabra, barbecue tools, bottle opener, wine rack and welding bench.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community. A primary emphasis is the use of Computer Aided Design to communicate and present design concepts, as well as the full range of Microsoft software applications.

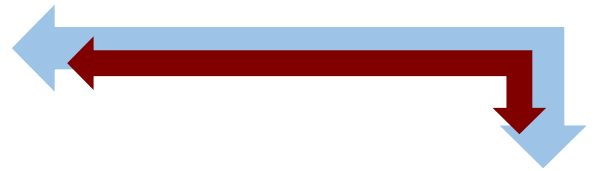
COURSE STRUCTURE

Students will undertake the Industrial Technology Metal 200 hour course. Students will produce four projects in Year 9 followed by two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetic and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Metal in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology – Metal, Engineering Studies and/or Design and Technology.

COURSE REQUIREMENTS

- Health and Safety regulations apply to this course
- **A mandatory materials contribution fees of \$75 per year applies to this course**
- An A4 display folder for each project
- Coloured pencils, markers and pens



INDUSTRIAL TECHNOLOGY – MULTIMEDIA

TAS – INDUSTRIAL ARTS Faculty



COURSE CONTENT

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the multimedia, photographic and associated industries. Practical projects undertaken reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to media-based technologies. Students interested in multimedia should have an interest in working with computer-based graphics presentation software to produce a range of modern and practical multimedia products.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community. This course encompasses the use of a vast array of software applications including web design, animation and image manipulation, along with all of the standard Microsoft Office applications.

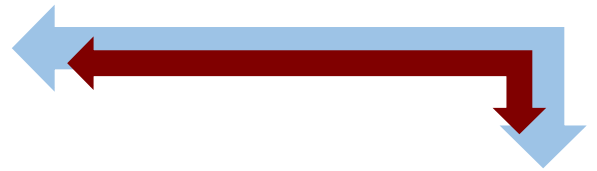
COURSE STRUCTURE

Students will undertake the Industrial Technology Multimedia 200 hour course. Students will produce four projects in Year 9 followed by two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetic and creative criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Multimedia in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Multimedia Information Technology and/or Design and Technology.

COURSE REQUIREMENTS

- Health and Safety regulations apply to this course
- A **mandatory materials contribution fees of \$30 per year applies to this course**
- An A4 display folder for each project



INDUSTRIAL TECHNOLOGY – TIMBER

TAS – INDUSTRIAL ARTS Faculty



COURSE CONTENT

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-based technologies. Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products. Projects produced in this course include: a small coffee table, a spice rack, trophy cabinet, buffet, bedside table, jewelry box and magazine rack.

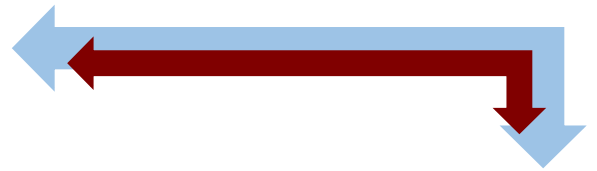
COURSE STRUCTURE

Students will undertake the Industrial Technology Timber 200 hour course. Students will produce four projects in Year 9 followed by two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetical and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Timber and Furniture Industries, Construction, Engineering Studies and/or Design and Technology.

COURSE REQUIREMENTS

- Health and Safety regulations apply to this course
- **A mandatory materials contribution fees of \$75 per year applies to this course**
- An A4 display folder for each project
- Coloured pencils, markers and pens



INFORMATION & SOFTWARE TECHNOLOGY

TAS – INDUSTRIAL ARTS Faculty



COURSE CONTENT

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy.

Participation in Information and Software Technology in Years 7–10 appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. Participation in this course will also equip students for their compulsory ROSA. Computer Skills Examination at the end of year 10.

The aim of the *Information and Software Technology Years 7–10 Syllabus* is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

COURSE STRUCTURE

The course structure and delivery is based on the following:

Core Content includes:

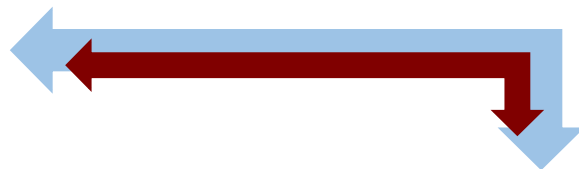
- Designing
- Producing and Evaluating
- Data Handling, Hardware issues
- Past, Current and Emerging Technologies
- Consumers and Software

Options

- Artificial Intelligence,
- Simulation and Modelling,
- Authoring and Multimedia,
- Database Design,
- Digital Media,
- Internet and Website Development,
- Networking Systems,
- Robotics and
- Automated Systems, and Software Development and Programming

COURSE REQUIREMENTS

- Health and Safety regulations apply to this course
- A mandatory materials contribution fees of \$30 per year applies to this course
- An A4 display folder for each project



iSTEM

SCIENCE Faculty



COURSE CONTENT

This exciting course is being offered to students in Years 9 and 10. St Clair High School is one of a few schools across Western Sydney to receive endorsement to run iSTEM. iSTEM is a course focused on future technologies. Students will get to develop their skills in the area of STEM (Science Technology Engineering and Mathematics) which research indicates is the fastest growing field in the world.

This course is designed based on the iSTEM syllabus which a NESAs endorsed course. It offers hands on learning experiences through inquiry-based learning activities where problem solving skills are integral to the students' development in 21st century learning opportunities.

COURSE STRUCTURE

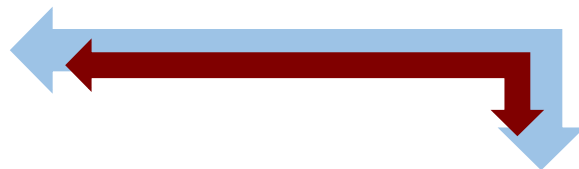
The main areas of study in this course include:

- STEM Fundamentals
- Aerodynamics—Bottle Rockets
- Mechatronics- Sumo Robots
- 3D CAD/CAM (including 3D printing)
- Motion—CO₂ Car Dragsters
- STEM Project Based Learning Tasks
- Designs for Space EV3 and Lego Mindstorms.
- Minecraft Design.

COURSE REQUIREMENTS

Students will need to have access to a computer and internet at home or be able to access these technologies on a regular basis. St Clair Library provides such facilities.

All students must meet the basic course fee.



MUSIC

CAPA Faculty



COURSE CONTENT

Year 9 and 10 Music aims to develop musical intelligence, musical sensitivity and expression. The subject allows students to become independent musicians. Year 9 and 10 Music continues to develop the skills of Performance, Composition and Listening.

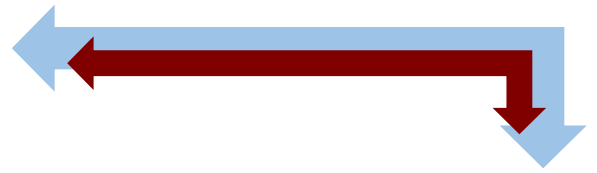
Students will study the concepts (Pitch, Duration, Texture, Tone Colour, Structure, Dynamics and Expressive Techniques) of Music through a variety of activities. Students will study a variety of styles, genres and periods of Music.

Prerequisites to this course are that the student must have studied Music in Years 7-8. Students at this level will specialise in their chosen instrument. (Guitar, Keyboard, Bass, Vocals, Drums/Percussion). Having a private instrumental/vocal tutor is an advantage, as well as having their major instrument at home to practice on.

There may be excursion costs involved in this subject area such as concerts, workshops and recording studios.

COURSE STRUCTURE

Topic area	Year and Term	Activities/ Assessments
Australian Music (Mandatory topic)	Year 9, Term 1	Performance: My Island Home. Composition: Aboriginal Dreamtime Music. Listening: Ear training based on the concepts of Music. Musicology: Major Scales, Australian styles of Music.
Baroque Music	Year 9, Term 2	Performance: Toccata. Composition: Baroque compositional techniques. Listening: Ear training based on the concepts of Music. Musicology: Major Scales, The Baroque Period.
Music for Radio, Film, Television and Multimedia	Year 9, Term 3	Composition: Compose Music to scene from the Lion King. Listening: Ear training based on the concepts of Music. Musicology: Time Signatures, Harmony, Roles of Music in Film.
Popular Music	Year 9, Term 4	Performance: Class performance Composition: Improvisation based on 12 Bar Blue. Listening: Ear training based on the concepts of Music. Musicology: Chord Progressions, History of popular Music 1950's –
Music and Technology	Year 10, Term 1	Performance: Hotel California Composition: Computer based composition. Listening: Ear training based on the concepts of Music. Musicology: The influence of technology in Music, PA setup.
Classical Music	Year 10, Term 2+3	Performance: Eine Kleine Nachtmusik Composition: Cadences. Listening: Ear training based on the concepts of Music Musicology: The Classical Period.
Rock Music	Year 10, Term 3+4	Performance: Class performance Composition: Compound Time signatures. Listening: Ear training based on the concepts of Music. Musicology: Elements of rock music.
Live Performance	Year 10, Term 3	Preparation of a class performance at the STEPS concert.



PHOTOGRAPHY

CAPA Faculty



COURSE CONTENT

Photography has a significant role within the curriculum and aims to foster interest and enjoyment in the making and studying of photographs. Photography places great value on the development of students' intellectual and practical autonomy, in image making and in the critical and historical studies of photography. In contemporary society many kinds of knowledge are increasingly managed through imagery and visual codes. Photography empowers students to engage in visual forms of communication.

Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary art world. The evolution of digital technologies in our world today has had a dramatic impact on our day to day lives. This course allows students to develop skills that can be actively employed and utilised in our ever increasingly visual world.

Photographic and Digital Image Making: Year 9 and 10 Photography will develop skills in:

- traditional wet photography
- darkroom techniques
- Photoshop
- developing film
- using a SLR camera
- developing photographs
- using a digital camera

Themes that students will study include:

- History of photography
- Still Life
- Pinhole photography
- Landscape
- Portraits
- Photojournalism

Critical and Historical Study

Students will actively engage in the study of photography through the Conceptual Framework. This comprises of four agencies: artist, artwork, world and audience. The Frames – subjective, cultural, structural and postmodern – give meaning and understanding of the relationships between artist, artwork, world and audience. An investigation of Australian and international photographers will be studied.

Photography Diary

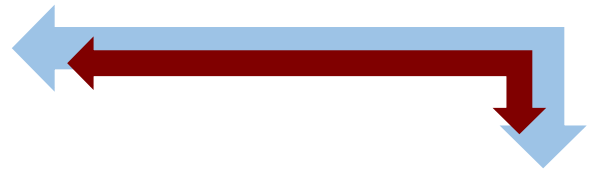
All students' will be required to keep a diary. The diary is used as a tool in teaching and learning. The diary should document the conceptualisation and processes of the creation of their series of photographs and digital images. Ideas, investigations, changes, experiments and mistakes can be documented in the diary. The diary may include photographs, drawings, sketches, annotated diagrams, notes, critical comments and reflections. The diary allows for reflection, evaluation and assessment.

ASSESSMENT

Students will be formally assessed on their photographs, digital images and critical and historical studies. These assessment marks will contribute to the student attaining their ROSA in Photography.

EXTRACURRICULAR ACTIVITIES

It is anticipated that where possible students will involve themselves in extracurricular activities such as photographic competitions, exhibitions and excursions. They will also have the opportunity to provide photography services at official school events, such as PRIDE ceremonies, Harmony Day, ANZAC Day and more.



PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

PDHPE Faculty



COURSE CONTENT

Physical Activity and Sports Studies promotes learning about physical activity and movement, incorporating a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games and individual and group physical fitness activities.

Students will have the opportunity to develop their movement skills, analyse movement performance and assist the performance of others. It also introduces students to valuable skills in organisation, enterprise, leadership and communication in a practical environment.

COURSE STRUCTURE

FOUNDATIONS OF PHYSICAL ACTIVITY:

Body systems and energy for physical activity, physical activity for health, physical fitness, and fundamentals of movement skill development, nutrition and physical activity, participating with safety.

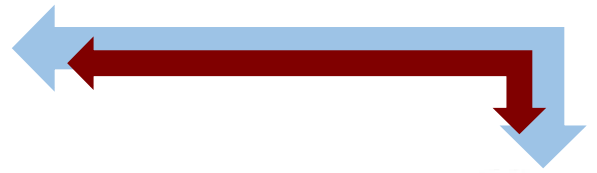
PHYSICAL ACTIVITY AND SPORT IN SOCIETY:

Australia's sporting identity, lifestyle, leisure and recreation, physical activity and sport for specific groups, opportunities and pathways in physical activity and sport, Issues in physical activity and sport.

ENHANCING PARTICIPATION AND PERFORMANCE:

Promoting active lifestyles, coaching, enhancing performance (strategies and techniques), technology, participation and performance, event management.

The type of physical activity and sport movement applications that may be completed by students are: Adventure sports, Aquatics, Athletics, Games, Team and Individual Sport, Gymnastics and Outdoor Education



TEXTILES TECHNOLOGY

TAS- HOME ECONOMICS Faculty



COURSE CONTENT

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

A study of Textiles and Fashion provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

KNOWLEDGE, UNDERSTANDING AND SKILLS STUDENTS WILL DEVELOP

Students will develop:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of and skills in design for a range of textile applications
- knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

Units of Work:

- Design
- Properties and Performance of Textiles
- Textiles and Society

Practical projects will be linked to focus areas of apparel, costume, and furnishings, non-apparel and textiles art.

Project Work:

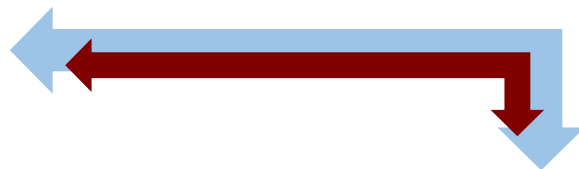
Objectives, knowledge, understanding and skills

There are two components of project work:

- The development of practical skills to produce a textile item
- Documentation of student work.

Students may document project work in a variety of ways which may include a digital portfolio, design folio, diary, journal, workbook or any other appropriate method.

There is a cost incurred to cover consumables which need to be met before students can participate in practical lessons.



VISUAL ARTS

CAPA Faculty



RATIONALE

Visual Arts has a significant role within the curriculum and aims to foster interest and enjoyment in the making and studying of art. Visual Arts places great value on the development of students' intellectual and practical autonomy, in art making and in the critical and historical studies of art. In contemporary society many kinds of knowledge are increasingly managed through imagery and visual codes. Visual Arts empowers students to engage in visual forms of communication.

COURSE CONTENT

Artmaking

Year 9 and 10 Visual Arts continues to develop the skills of art making in various 2D, 3D and 4D forms such as:

- drawing
- painting
- printmaking
- collage
- sculpture
- ceramics
- installations
- textiles
- design
- digital imagery

Themes that students will study include:

- Portraits
- Still Life
- Interiors
- Landscape
- Ceramic Vase and Vessels

Critical and Historical Study

Students will actively engage in the study of Visual Art through the Conceptual Framework. This comprises of four agencies; artist, artwork, world and audience. The Frames – subjective, cultural, structural and Post-modern – give meaning and understanding of the relationships between artist, artwork, world and audience. An investigation of Australian and International artists will be studied.

Visual Art Diary

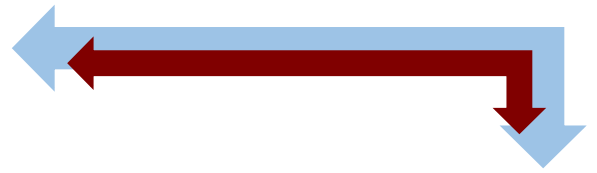
All students will be required to keep a diary. The diary is used as a tool in teaching and learning. The diary should document the conceptualisation and processes of the creation of an artwork or series of artworks. Ideas, investigations, changes, experiments and mistakes can be documented in the diary. The diary may include drawings, photographs, paintings, sketches, annotated diagrams, notes, critical comments and reflections. The diary allows for reflection, evaluation and assessment.

ASSESSMENT

Students will be formally assessed on their art making and critical and historical studies. These assessment marks will contribute to the student attaining their ROSA in Visual Arts.

EXTRA CURRICULAR ACTIVITIES

It is anticipated that where possible students will involve themselves in extracurricular activities such as art competitions, exhibitions and excursions.



VISUAL DESIGN

CAPA Faculty



RATIONALE

Visual Design has a significant role within the curriculum and aims to foster interest and enjoyment in the making and studying of design works. Visual Design places great value on the development of students' intellectual and practical autonomy, in image and design making and in the critical and historical studies of design. In contemporary society many kinds of knowledge are increasingly managed through imagery and visual codes. Visual Design empowers students to engage in visual forms of communication.

This course provides opportunities to investigate the technologic, artistic and theoretical development of design. Artistic practice that incorporates design plays an essential part in the contemporary art world. The evolution of digital technologies in our world today has had a dramatic impact on our day to day lives. This course allows students to develop skills that can be actively employed and utilised in our ever increasingly visual world.

COURSE CONTENT

Design Works

Year 9 and 10 Visual Design will develop skills in:

- illustration
- comic design
- hand drawn animation
- jewellery design
- Photoshop
- layout
- ceramic design
- printmaking
- promotion
- corporate identity

Critical and Historical Study

Students will actively engage in the study of Visual Design through the Conceptual Framework. This comprises of four agencies: artist, artwork, world and audience. The Frames – subjective, cultural, structural and postmodern – give meaning and understanding of the relationships between artist, artwork, world and audience. An investigation of Australian and international designers will be studied.

Visual Design Diary

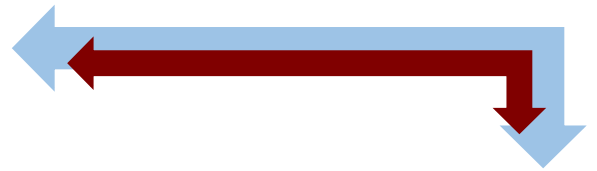
All students will be required to keep a diary. The diary is used as a tool in teaching and learning. The diary should document the conceptualisation and processes of the creation of their design works. Ideas, investigations, changes, experiments and mistakes can be documented in the diary. The diary may include paintings, drawings, sketches, annotated diagrams, notes, critical comments and reflections, photographs and collage etc. The diary allows for reflection, evaluation and assessment.

ASSESSMENT

Students will be formally assessed on their design works and critical and historical studies. These assessment marks will contribute to the student attaining their ROSA in Visual Design.

EXTRA CURRICULAR ACTIVITIES

It is anticipated that where possible students will involve themselves in extracurricular activities such as design competitions, exhibitions and excursions.



WORK EDUCATION

HSIE Faculty



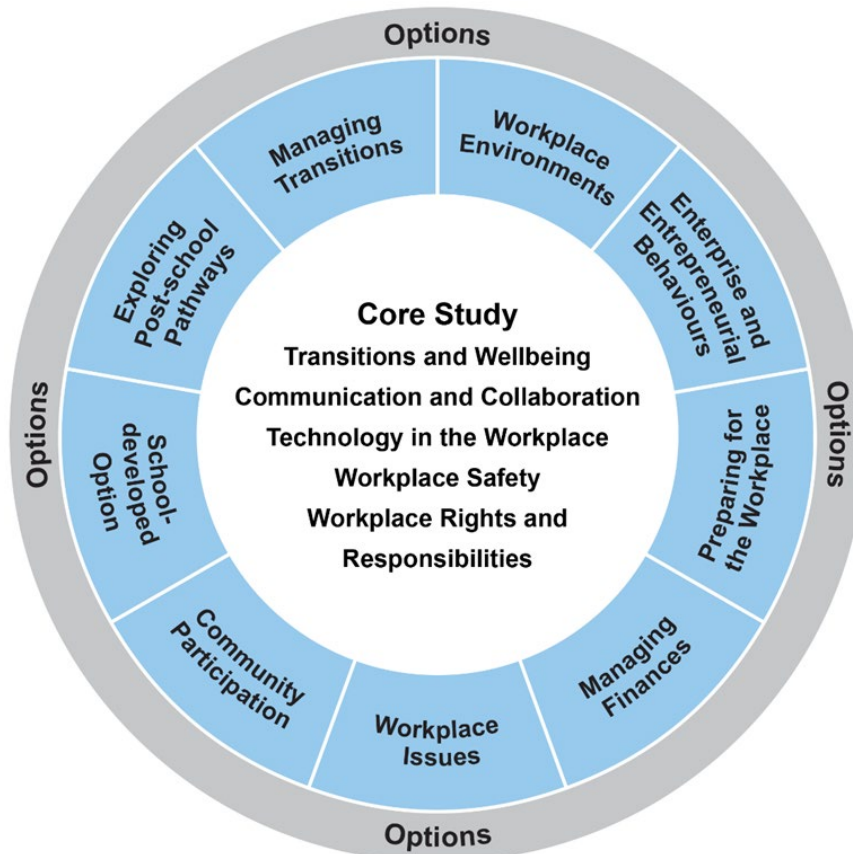
COURSE CONTENT

Work Education provides students with an opportunity to develop knowledge and a contemporary understanding of the world of work, the diverse sectors within the community and the roles of education, employment and training systems. Both paid and unpaid work will be explored through a range of contexts and issues.

Students will develop employability, enterprise and pathways planning skills. Understanding and development of employability skills will assist students to achieve the flexibility required for the workplaces of today and of the future. Students will learn to successfully plan and manage life transitions including post-school pathways.

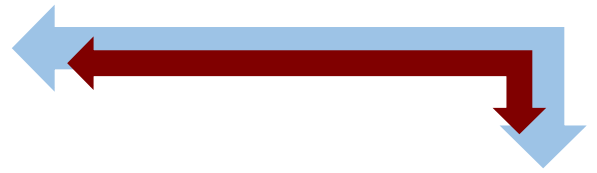
COURSE STRUCTURE

Students undertaking the Work Education course will study the following topics:



WORK PLACEMENT REQUIREMENTS

This course provides students with the opportunity to explore the world of work. Students **MUST** complete a mandatory 1 week of work experience outside of school. Students plan, prepare and organise their own work placement as part of the learning in the workplace focus area.

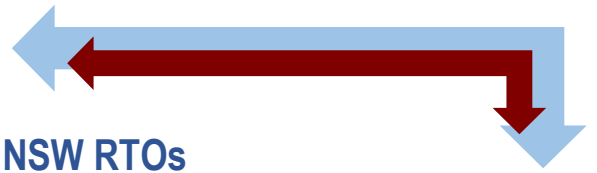


VET ELECTIVE SUBJECTS





PUBLIC SCHOOLS NSW RTOs VOCATIONAL EDUCATION AND TRAINING



School Delivered Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain an HSC or RoSA and a national qualification or statement of attainment as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW RTOs are accredited to deliver and assess VET qualifications to secondary students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Assessment in all VET courses is competency based. The student is assessed on what they can do (skills) and what they know (knowledge) to equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard expected in the workplace.

Assessment materials are designed to ensure each learner has the opportunity to achieve outcomes to the level of the qualification. Students will receive documentation showing all competencies achieved for the VET course undertaken.

Board Developed Industry Curriculum Framework (ICF) courses usually count for 4 units of HSC credit, include 70 hours of mandatory work placement, and have an optional HSC examination. For a VET course to be included in the calculation for the ATAR, students must sit the HSC Examination.

Board Endorsed Courses (BECs) are courses based on national industry Training Packages endorsed by NESA. They do not count towards the ATAR and there is no HSC examination.

Work Placement Many VET courses have a mandatory work placement requirement set by NESA. Students will:

- gain insights into the kind of career they would like to have.
- make informed decisions about further training and study.
- become more employable.
- be better equipped for business and employment opportunities.

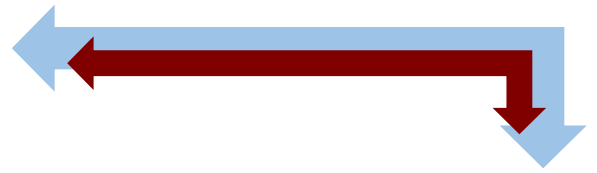
There are other VET opportunities including:


Externally delivered Vocational Education and Training (EVET)

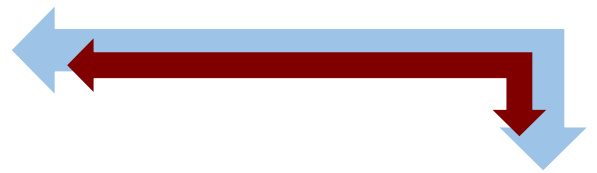
Information and courses available are listed here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/skills-at-school/external-vet-courses> Talk to your school Careers Adviser about how to access EVET.


School Based Apprenticeships and Traineeships (SBAT)

Information about SBATs is available here: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships> For further information about how to access an SBAT opportunity please speak with your Careers Adviser.



 Education	2024 Hospitality - Food & Beverage Course Descriptor SIT10216 Certificate I in Hospitality RTO - Department of Education - 90333, 90222, 90072, 90162	
<p>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</p>		
<p>This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.</p>		
<p>Course: Hospitality - Food & Beverage Board Endorsed Course</p>	<p>Stage 5 100 Hours</p>	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT10216 Certificate I in Hospitality https://training.gov.au/training/details/SIT10222. You will be expected to complete all requirements relevant to the RoSA. To gain this full qualification, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements</p> <p>You must complete the VET induction process, supply your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.</p>		
<p>SIT Tourism, Travel and Hospitality (version 1.2) Units of Competency</p>		
<p>Units of Competency</p> <p>Core (45 hours): BSBTWK201 Work effectively with others SITXCCS009 Provide customer information and assistance SITXWHS005 Participate in safe work practices</p>	<p>Elective (55 Hours): SITXFSA005 Use hygienic practices for food safety SITHCCC024 Prepare and present simple dishes SITHCCC023 Use food preparation equipment</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.</p>		
<p>Industry based learning</p> <p>This course is based on industry-based learning where you are involved in a number of projects, which could include group project work, individual research or other activities. Career, enterprise and work education programs currently operating in the school may be linked to the Hospitality - Food & Beverage course.</p>		
<p>Competency-Based Assessment</p> <p>In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.</p>		
<p>Appeals and Complaints</p> <p>You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>		
<p>Course Cost: \$ 90 Black Leather Shoes compulsory for achieving competencies.</p>	<p>Refunds</p> <p>Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>Exclusions: Nil</p> <p>VET course exclusions for this course can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/hospitality-based-on-sitv2-1</p>		
<p>2024 Course Descriptor Hospitality - Food & Beverage RTO - Department of Education - 90333, 90222, 90072, 90162 Version {_UIVersionString}</p>		



	2024 Manufacturing (Pathways) Course Descriptor MSM10216 Certificate I in Manufacturing (Pathways) RTO - Department of Education - 90222, 90072, 90162	
<p>This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.</p>		
<p>This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.</p>		
<p>Course: Manufacturing (Pathways) Board Endorsed Course</p>	<p>Stage 5 100 Hours</p>	
<p>By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of MSM10216 Certificate I in Manufacturing (Pathways) https://training.gov.au/training/details/MSM10216. You will be expected to complete all requirements relevant to the RoSA. To gain this full qualification, you must achieve 9 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.</p>		
<p>Entry Requirements You must complete the VET induction process, supply your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. When selecting this course you should be interested in working in a manufacturing environment and be able to use a personal digital device including a personal computer or laptop.</p>		
<p>MSM Manufacturing (version 7) Units of Competency</p>		
<p>Units of Competency Core (45 Hours) MSMPCI101 Adapt to work in industry MSMPCI102 Apply effective work practices MSMPCI103 Demonstrate care and apply safe practices at work</p>	<p>Elective (65 Hours): MSMPCII296 Make a small furniture item from timber MSMPCII298 Make an object from metal MSMOPS100 Use equipment MSMOPS101 Make measurements MSMOPS102 Perform tasks to support production CPCCCM1011 Undertake basic estimation and costing CPCWHS1001 Prepare to work safely in the construction industry MSMOPS244 Lay out and cut materials Successful completion of the compulsory unit CPCWHS1001 will lead to the award of a SafeWork NSW General Construction Induction Card (White Card) which allows the student to access to construction sites across Australia for work purposes.</p>	
<p>Students may apply for Recognition of Prior Learning (RPL) and /or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.</p>		
<p>Industry based learning This course is based on industry-based learning where you are involved in a number of projects, which could include group project work, individual research or other activities. Career, enterprise and work education programs currently operating in the school may be linked to the Manufacturing (Pathways) course.</p>		
<p>Competency-Based Assessment In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate the competency requirements for performance and knowledge of the unit of competency.</p>		
<p>Appeals and Complaints You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.</p>		
<p>Course Cost: \$ 50 Leather Shoes Compulsory for achieving competencies</p>	<p>Refunds Refund arrangements are on a pro-rata basis. Please refer to your school refund policy</p>	
<p>Exclusions: Nil VET course exclusions for this course can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/manufacturing-pathways</p>		
<p>2024 Course Descriptor Manufacturing (Pathways)</p>	<p>RTO - Department of Education - 90222, 90072, 90162</p>	<p>Version 0.10</p>

