VALUES FOR LIFE

Hunter Valley Grammar School is committed to the following core values:

**Responsibility**
We are able to be trusted to do what is right. We can be relied upon to do the things that are expected of us. We strive for personal excellence in any endeavour. We take care of our self, fellow students and our School. We are accountable for our own behaviours.

**Integrity**
We are consistently fair and honest. We are reliable and trustworthy.
We are loyal to our personal values and our family values.
We abide by the School’s values and code of behaviour. We are morally strong.

**Respect**
We act in a way which shows that we are aware of other people’s feelings, wishes and rights.
We treat other people properly. We are thoughtful and considerate of other people, our School environment and general property. We have self-respect behaving with honour and dignity.

**Citizenship**
We are a responsible member of our own local community and the community of HVGS.
We behave in a courteous and polite way to all other people who work and learn at HVGS and to visitors. We care for our environment.

**Courage**
We are prepared to do the right thing even when you know it is difficult or trying. We persevere when facing a challenge, fear, or problem. We embrace opportunities and try our best to make a valuable contribution. We have the confidence to act in accordance with our own beliefs.

**Compassion**
We help someone who is not well, is hurting or who is in trouble. We have awareness of the needs of others and we want to help other people in their time of need. We are aware that we depend upon each other. We act with kindness, forgiveness and empathy.

**Optimism**
We are hopeful, cheerful and buoyant. We see the positive side of things, and encourage others to do the same. We believe that good things will happen in the future. We have faith that if we plan well and prepare thoughtfully, positive things will occur.
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Introduction

Years 9 and 10 form a critical stage in the education of all students. This stage marks a transition from the broad compulsory curriculum that students have experienced up until now, to the almost complete freedom of subject choice for the HSC.

Within this stage, some subjects remain compulsory and these are in the fundamental core areas. The elective courses are equally valid, and these may be the basis of a student’s course in later years. Together, the core and elective subjects will combine to provide a balanced education. In recent years, HVGS has expanded the range of elective subjects available.

With regard to the elective subjects, it is not possible to predict student demand with any great accuracy, and there may be some courses for which demand is insufficient for a viable class. There may also be some 100-hour (i.e. one-year) courses which we have to switch from Year 9 to 10 or vice versa. Timetabling clashes may also conspire to disallow a particular subject combination. For these reasons, it is important to indicate a suitable reserve subject on the subject selection form.

Education is about far more than the classroom subjects. All students need to remain involved in the broader life of the School and parents are encouraged to support them in maintaining a sensible balance between academic pursuits and other activities. The School has a wide range of cultural and sporting activities on offer and research shows that students who remain involved in these activities will end up the most successful, both in life and in their school work.

As students move through the next two years they will also have the opportunity to explore work experience, receive careers advice and develop an understanding of their own strengths, interests and weaknesses. I urge students to take these opportunities seriously. This information can have enormous implications for their future possibilities.

Finally, students are encouraged to seek advice when making decisions about their future. Teachers, Heads of Year, Heads of House, Mentor Teachers, the Careers Advisor and our Director of Teaching and Learning are all available for advice and assistance. However, we are only able to support the students if the students themselves are prepared to ask questions and explore possibilities with us.

To the students, enjoy this opportunity to choose some subjects as you move into the next stage of your schooling.

Pauliene O’Grady
Director of Teaching & Learning
General Information

This booklet contains course information for Year 9, 2017 and Year 10, 2018. As students move into Stage 5 of their schooling they continue to study the core subjects of English, Mathematics, Science, Humanities and PD/Health/PE but unlike Stage 4, students are able to choose three elective subjects from a broad range of subject offerings.

During these two years, students will complete Stage 5 and will be eligible for the award of Record of Student Achievement (ROSA) upon satisfactory completion of Stage 5.

Staff - Stage 4 & Stage 5
There are many people who can assist students during Stage 5. Below are some of the people who are available to assist.

Principal - Mr Paul Teys
Responsible for the overall pastoral care and academic progress of all students in the School.

Deputy Principal & Head of Senior School - Mrs Penny Curran-Peters
Responsible for the academic progress of all students in the Senior School (Years 7 to 12).

Director of Teaching & Learning - Mrs Pauliene O’Grady
Responsible for students’ overall academic progress during their time at the School, including their Higher School Certificate program of study.

Head of Students Senior School - Mr Greg Robinson
Responsible for the pastoral care of all students in the Senior School.

From left to right: Mr Paul Teys, Mrs Penny Curran Peters, Mrs Pauliene O’Grady, Mr Greg Robinson

Head of Year
Responsible for overall academic progress of the relevant year Group.

Head of House
Responsible for pastoral care.

Careers Adviser - Mr Ross Mayall
Available to assist students with career related matters, tertiary entry requirements and other matters associated with their career planning.
Heads of Faculty
Mr Jolliffe.......................... Communications (English, Senior History, Drama)
Ms Austin.......................... Mathematics
Mrs Otway.......................... Science
Mrs King............................ Commerce and Geography
Mrs McCloskey.................... History and Philosophy
Mr Hawgood....................... Physical Development, Health & Physical Education
Mr Axford........................... Information Technology
Mrs Cashen........................ Modern Languages
Mr Machin.......................... Music
Mr Redhead......................... Technology and Applied Studies
Ms LaPalma........................ Visual Arts
Mrs Thompson..................... Head of Academic Support
Mrs Crawley....................... Information and Resources Teacher (Librarian)
Mrs White.......................... Drama

Specialist Staff
Ms Woods.......................... Outdoor Education 7-12
Mr Burgess.......................... Sport 7-12

Structure of Year 9 and Year 10 - Fortnightly Organisation

The School timetable is based on a two-week cycle containing 60 x 50 minute periods.

Below are the details of the cyclic organisation for Year 9 and 10 lessons.

- English.......................................................... 8 periods
- Mathematics............................................... 8 periods
- Science ........................................................ 8 periods
- Humanities ............................................... 8 periods
- PD/Health/PE/Sport ................................. 8 periods
- Elective 1 ................................................... 6 periods
- Elective 2 ................................................... 6 periods
- Elective 3 ................................................... 6 periods
- Academic/Pastoral Period ....................... 2 periods

- Total ......................................................... 60 periods
Mandatory Subjects
Classes in the Core Subjects - All students cover the appropriate curriculum for their year level in each of the core subjects. However, students who require extension and enrichment or additional support in the core subjects are catered for in their classes in English, Mathematics, Science and Humanities.

Elective Subjects
Prerequisite Courses Students who would like to study Continuers French, German or Japanese at HSC and Tertiary level must undertake a pattern of elective study which includes their preferred language(s) in both Years 9 and 10. Some Beginner courses may be available to those wishing to start a Language in Year 11.

Students who wish to undertake the Stage 6 Music 2 course need to complete the Stage 5 Music course.

Elective One
To be eligible for the award of a full Board of Studies Record of Student Achievement, students must select and study at least ONE elective subject in BOTH Years 9 and 10, i.e. they must study at least ONE 200-hour elective subject from the list. ALL 200-hour courses run for two years.

Electives Two and Three
For Elective Two and Three, students can study an elective for 1 year (100 hours) or 2 years (200 hours).

200 Hour Courses
Students must select at least one 200-hour course. These courses take two years to complete. Students MUST complete 200 hours in at least ONE subject to be eligible for the award of Record of Student Achievement (ROSA).

<table>
<thead>
<tr>
<th>Agriculture (e-learning)</th>
<th>Industrial Technology - Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Studies</td>
<td>Information &amp; Software Technology</td>
</tr>
<tr>
<td>Commerce</td>
<td>Japanese</td>
</tr>
<tr>
<td>Dance</td>
<td>Music</td>
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<tr>
<td>Design &amp; Technology</td>
<td>Photographic &amp; Digital Media</td>
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<tr>
<td>Drama</td>
<td>Physical Activity &amp; Sport Studies</td>
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<tr>
<td>Food Technology</td>
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<tr>
<td>French</td>
<td>Visual Arts</td>
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<tr>
<td>German</td>
<td>Visual Design</td>
</tr>
<tr>
<td>Philosophy (Big History)</td>
<td></td>
</tr>
</tbody>
</table>

Whilst these 200 hour courses are designed to be studied over two years, it may be possible for students to change their elective as they move from Year 9 to Year 10. This is not ideal and students may find the transition difficult as all courses are better studied for 200 hours. If students do wish to change between Years 9 and 10, only one elective will be able to be changed.

Additional Subject Costs
Some of the elective courses above attract additional levies to cover the costs of materials. These costs are outlined in the subject information pages of this booklet.

School Diaries
Each student has a School Diary which is used to record homework, assignments, assessment dates and is a means of communication between School and home. Students must bring this diary to all lessons. Teachers may record notes concerning a student’s progress and completion of work. However, it is becoming more common to use email as a means of communication.
Student/Parent/Teacher Interviews/Information Evenings
These meetings are held regularly throughout the School year. Parents are urged to attend these meetings to discuss their child’s progress with their subject teachers and to obtain information about academic issues.

Assessment, Examination and Reporting
Details concerning the type of assessments and examinations in each of the subjects are contained in the subject information pages in this booklet. Full details concerning assessment and examinations will be issued to students at the commencement of each course in Year 9 and at the commencement of Year 10.

Preparing for the Higher School Certificate
As most students at Hunter Valley Grammar School remain at School to complete their Higher School Certificate, during these two years prior to the commencement of the Higher School Certificate Courses some time is spent preparing students for making their HSC course selections in June of Year 10.

Students should spend some time during Year 9 and 10 reflecting on their areas of career interest and the possible career paths they may wish to follow after Year 12. Students will be assisted with these decisions through programs conducted both in School and out of School.

A list of possible HSC courses for Year 11, 2019 and Year 12, 2020 is included in this booklet after the Year 9 and 10 subject information pages.

Mrs Pauliene O’Grady
Director of Teaching and Learning
**Preamble**

In English, the School aims to develop students’ personal competence in the skills of reading, writing, speaking, listening, viewing and representing. It seeks to do this by giving all students a broad range of experience. This enables students to develop their understanding of any language situation by appreciating meaning (what is being conveyed), form (how it is being conveyed) and value (the worth of what is being conveyed). Students then engage this understanding in their own composing and responding. There is an increased focus in Stage 5 on essay writing skills, considering contextual influences and making critical comparisons between texts.

**In Stage 5 (covering Years 9 & 10)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>At least two works</td>
</tr>
<tr>
<td>Poetry</td>
<td>A variety drawn from different anthologies and/or study of one or two poets</td>
</tr>
<tr>
<td>Film</td>
<td>At least two works</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>At least two works</td>
</tr>
<tr>
<td>Drama</td>
<td>At least two works</td>
</tr>
</tbody>
</table>

Stage 5 English students will study a selection of texts giving students experience of: texts which are widely regarded as quality literature; a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia; a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books; texts written about intercultural experiences; texts that provide insights about the peoples and cultures of Asia; Shakespearean drama; everyday and workplace texts; a wide range of cultural, social and gender perspectives, popular and youth cultures; texts that include aspects of environmental and social sustainability; nonfiction, picture books, graphic novels; and an appropriate range of digital texts, including film, media and multimedia.

Students will also address the cross-curriculum priorities, which are: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia’s engagement with Asia; and Sustainability.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century and include: Critical and creative thinking; Ethical understanding; Information and communication technology capability; Intercultural understanding; Literacy; Numeracy; and Personal and social capability.

By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text’s purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language. Students use varying technologies to compose texts, they respond to texts from different cultures that offer a range of perspectives and they reflect on their own and others’ learning.

**Course Outline**

A unit of work in English is a cohesive series of lessons that involves students in discussing, listening, reading, writing, viewing and representing texts, contexts and concepts around a focus of interest.
The study of English in Year 9 covers a variety of texts and experiences which may include, for example:

<table>
<thead>
<tr>
<th>Study of a Shakespearean Text</th>
<th>Close reading of key scenes, modern adaptations, character empathy, creative writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Non-Fiction Texts: Tools of Persuasion; Advertising Unit</td>
<td>Media and multi-media texts, conceptual analysis, essay writing, feature article</td>
</tr>
<tr>
<td>Film Director Study: <em>Tim Burton</em> (or Teacher Choice)</td>
<td>Context and biography, stylistic features/genre, film techniques</td>
</tr>
<tr>
<td>Area of Study: Coming of Age (Novel)</td>
<td>Close study of fiction text, poetry, conceptual understanding, related material, essay writing</td>
</tr>
<tr>
<td>Poetry Study</td>
<td>Form and structures, tone and perspective; study of a particular poet or study of poetic themes</td>
</tr>
<tr>
<td>Understanding Asia: A Literary Experience</td>
<td>The study of literary texts that provide insight about the peoples and cultures of Asia.</td>
</tr>
</tbody>
</table>

The study of English in Year 10 covers a variety of texts and experiences which may include, for example:

<table>
<thead>
<tr>
<th>Fiction and Film Comparison</th>
<th>Literary and film techniques, identifying similarities and differences, essay writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poetry – Australian Voices</td>
<td>Selection of indigenous, migrant, pre and post-colonial texts (poetry) examined, links between text and context, oral presentation, contemporary</td>
</tr>
<tr>
<td>Close Study of Shakespearean Tragedy</td>
<td>Themes, character, setting, language, fatal flaws</td>
</tr>
<tr>
<td>Focus on Non-Fiction Texts: Every day and Workplace Texts</td>
<td>Writing in different textual forms relevant to lives beyond school for various real purposes.</td>
</tr>
<tr>
<td>Graphic Novel Study</td>
<td>Evaluation of graphic text representation tools to explore the theme of identity.</td>
</tr>
</tbody>
</table>

Methods of Formal and Informal Assessment may include:

- Language modes: speaking, listening, reading, writing, viewing and representing
- Class assessment and non-assessment tasks
- Listening tasks
- Speeches delivered in class
- Peer and self-assessment
- Collaborative learning skills
- Independent learning skills
- ICT (PowerPoint/Webpage/Prezi) assignments
- Extended response tasks – variety of text forms/structures
- Extended response tasks – discursive essays/expositions
- Creative compositions
Preamble

Students entering Year 9 in 2017 will be studying Mathematics in accordance with the new NSW Board of Studies syllabus written to cater for the Australian Curriculum.

In Years 9 and 10 (Stage 5) students will be required to follow one of three mathematics pathways, called 5.1 (five point one), 5.2 and 5.3. Satisfactory completion of this mandatory study of Mathematics during these years will result in the award of Record of Student Achievement.

Students will be placed in a pathway of study which is suited to their mathematical ability.

Course Outline: All Pathways
The aim of the new syllabus is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

The syllabus contains both essential and additional content. The essential content for mathematics in Years 9 and 10 is structured using one process strand:

**Working Mathematically - consisting of communicating, problem solving, reasoning, understanding and fluency.**

And three content strands:

1. Number and Algebra
2. Measurement & Geometry
3. Statistics and Probability

Within each of these strands students will cover a range of topics including:

- area and surface area
- volume
- time
- right angled triangles
- trigonometry and Pythagoras theorem
- algebraic techniques
- equations
- functions and other graphs
- financial mathematics
- linear relationships
- logarithms
- probability
- bivariate data analysis
- single variable data analysis
- data collection and representation
Pathways of Learning in Stage 5
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. Three Stage 5 pathways (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

- The Stage 5.1 pathway is designed to assist in meeting the needs of students who are continuing with Stage 4 outcomes when they enter Year 9;
- The Stage 5.2 pathway builds on and includes the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8;
- The Stage 5.3 pathway builds on and includes the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

A multitude of other pathways, and therefore ‘endpoints’, are also possible; for example, some students may achieve all of the Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes before the end of Year 10.

Methods of Assessment – Year 9 and 10 Mathematics Courses
Assessment strategies may include:
- Student responses to questions, including open-ended questions
- Student explanation and demonstration to others
- Questions posed by students
- Samples of students’ work and/or students’ portfolios
- Practical tasks such as measurement activities
- Investigations and/or projects
- Students’ oral and written reports
- Short quizzes
- Pen and paper tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- Open book tests
- Student-produced worked examples
- Teacher-student discussion or interviews
- Teacher observation of students during learning activities, including listening to students’ use of language
- Teacher observation of students’ participation in a group activity
- Students’ plans for and records of their solutions of problems
- Individual students’ journals and comments on the processes of their solutions

Students may not encounter all of the above means of assessment and those encountered may differ between the three pathways of study. However, a range of assessment procedures will be employed across Stage 5 (Years 9 and 10).

Most assessment tasks are unique to the pathway of study (that is 5.1, 5.2 or 5.3). However, a small number of tasks, or portions of tasks, may be common to all three courses.

Year 9 – Assessment Schedule
There will generally be one assessment task per Term.

Year 10 – Assessment Schedule
There will generally be one assessment task per Term.
Science

Preamble
In 2017 Year 9 Science students will study the Australian Curriculum for Science according to the NSW Board of Studies syllabus.

Rationale
The study of Science enables students to develop a positive self-concept as learners, and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Content

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Physics</th>
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<tbody>
<tr>
<td></td>
<td>• AC/DC</td>
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<td></td>
<td>• Power to the People</td>
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<tr>
<th>Term 2</th>
<th>Biology</th>
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<tr>
<td></td>
<td>• Systems for Life</td>
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<tr>
<td></td>
<td>• What is this thing called Science? (Part 1)</td>
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<thead>
<tr>
<th>Term 3</th>
<th>Chemistry</th>
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<tbody>
<tr>
<td></td>
<td>• Chemical Classification</td>
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<tr>
<td></td>
<td>• What is this thing called Science? (Part 2)</td>
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<table>
<thead>
<tr>
<th>Term 4</th>
<th>Earth Science</th>
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<td></td>
<td>• Shock and Awe</td>
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<tr>
<td></td>
<td>• Ecological Interactions</td>
</tr>
</tbody>
</table>

Cross Curriculum Capabilities
Integrated within this content are cross-curriculum capabilities that are incorporated into all subject areas of the Australian Curriculum.

General Capabilities included:

- Critical and creative thinking
- Ethical understanding
- ICT capability
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and social capability
The assessment will cover the following areas:

- Knowledge and understanding
- Skills

Skills will be assessed in class during each topic. Tasks and outcomes will be presented at the beginning of each unit by the classroom teacher. Tasks will be completed during class time under the guidance of the classroom teacher.

These tasks could take the form of:

- multiple choice questions
- listening and responding
- writing emails
- reading and responding (short answer and extended answer)
- conversations with the teacher
- PowerPoint and oral presentations
- Prezi
- question writing
- asking questions
- planning and conducting science experiments
- comprehension
- taking measurements

Year 10 will complete a compulsory Independent Research Task and a Yearly Examination.
Geography

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Preamble

The Australian Curriculum: Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information and suggest responses to what they have learnt. Geography provides students with opportunities to develop a wide range of general skills, capabilities and dispositions that can be applied in everyday life and at work. The subject helps students to develop information and communication technology skills; an appreciation and respect for social, cultural and religious diversity and different perspectives; an understanding of ethical research principles; a capacity for teamwork; and an ability to solve problems and to think critically and creatively. The Australian Curriculum: Geography is organised in two related strands: geographical knowledge and understanding, and geographical inquiry and skills.

Geography helps students to be regional and global citizens capable of active and ethical participation.

Course Outline:
The modules/topics in Stage 5 Geography (i.e. Year 9 and 10) have the following themes:

- Sustainable Biomes
- Changing Places
- Environmental change and Management
- Human wellbeing

Fieldwork:
To enhance Geographical knowledge, inquiry and skills students are exposed to a range of fieldwork experiences.

Methods of assessment:
- Inquiry based research assignments and projects
- fieldwork activities
- Oral presentations and performance activities
- Skills activities
- Peer and self-assessment
- Conferencing
- Formal examinations
- Multimedia work
History

Preamble

The aim of History is to stimulate students’ interest in the enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

The study of History provides the intellectual skills to enable students to critically analyse and interpret sources of evidence in order to construct reasoned explanations, hypotheses about the past and a rational and informed argument. History also enables students to understand, deconstruct and evaluate differing interpretations of the past. The skills of analysis, evaluation and synthesis underpin the study of History and equip students with the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them.

Course Outline

In Year 10 in NSW, Stage 5 students will study 2 overviews plus 4 out of the 6 depth studies identified in the syllabus. Stage 5 deals with ‘The Making of the Modern World’ and ‘The Modern World and Australia’.

Year 9

The Making of the Modern World
- Depth Study 1 – Making a better world
- Core Study – Depth 3 – Australians at War: World War I and II (1914-1918, 1939-1945)

Year 10

The Modern World and Australia
- Core Study - Depth 4 – Rights and Freedoms (1945 - present)
- Depth Study 6 - School Developed Topic - Australia in the Vietnam War Era; or A Decade Study

Site Studies

To enhance the historical knowledge of the students and to broaden their range of experiences, numerous site studies (both actual and virtual) are to be conducted.

Methods of Assessment may include

- Site Study
- Timelines
- Oral and Written Reports
- Journal Diary Writing
- Research Work
- Critique Dialogue
- Data Collection
- Source of Work
- Self-assessment
- Interview
- Empathy Studies
- Categorising
- Peer Assessment
- Homework
- End of Course Formal Examination
Personal Development, Health & Physical Education

Preamble

Personal Development, Health & Physical Education is a compulsory core subject in Years 9 and 10. The course aims to develop skills such as communication, decision making, problem solving, interacting, moving and planning.

Course Outline

Students participate in a variety of physical activities and theory units with the aim to promote lifelong health habits and regular physical exercise. Topics covered address areas such as:

- Relationships
- Drugs
- Sexuality
- Nutrition
- Road Safety
- Mental Health
- Life Long Physical Activity

Along with practical units focusing on:

- Invasion Games
- Athletics
- Dance
- Net Sports
- Recreational Activities
- Gymnastics

Students are required to participate in an assessment schedule which incorporates both theory and practical components.
Agriculture (via eLearning)

Preamble

This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries.

Agriculture and its associated industries contribute significantly to Australia’s economic, social and cultural development and influence Australia’s prosperity through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export of raw products and processed goods. The continued viability of Australian agriculture can be strengthened through the careful management of long-term issues relating to the sustainability of agricultural systems including environmental impact and evolving economic and social factors.

The dynamic nature of modern agriculture results from the increasing knowledge and application of current and emerging technologies to the production, processing and marketing of products. An understanding of the relationships between production, processing and consumption enables informed debate about the impact of agricultural practices on society and the environment.

Course Outline

The course will be mainly conducted in an eLearning environment. The practical aspects of this course will be via students undertaking practical work at home with some practical opportunities being provided on the school grounds.

The students will study a minimum of 2 agricultural enterprises each year and at the same time achieve the following objectives. Students will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives;
- knowledge and understanding of the local and global interaction of agriculture with Australia’s economy, culture and society;
- knowledge of and skills in the effective and responsible production and marketing of agricultural products;
- an understanding of sustainable and ethical practices that support productive and profitable agriculture;
- skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts; and
- knowledge and skills in implementing co-operative and safe work practices in agricultural contexts.
Child Studies

Preamble

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child’s sense of wellbeing and belonging between 0 and 8 years of age. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment. Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Course Outline

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- 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.

(A selection of these modules will be studied at HVGS)
Commerce

Preamble

The aim of Commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions in consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Commerce provides for a range of learning styles and experiences that suit the interest and needs of all students. Commerce would be valuable to any student who wishes to study Business Studies, Legal Studies and/or Economics in the Senior School.

Commerce 100-hour Course
As a 100-hour course in Year 9 students will study core 1 plus 3 options. As a 100-hour course in Year 10 students will study core 2 plus 3 options.

Commerce 200-hour Course
As a 200-hour course in Year 10 students will study core 1, core 2, plus a minimum of 5 options.

Course Outline

Core 1  Commerce Choice Personal Finance
Core 2  Law and Society Employment Issues

Options

1 *  Investing
2 *  Promoting and Selling
3  E-commerce
4  Global Links
5  Towards Independence
6  Political Involvement
7 *  Travel
8  Law in Action
9  Our Economy
10  Community Participation
11 *  Running a Business
12  School-developed Option

(Note: * Indicates some of the most likely choices, yet may vary depending on the cohort.)

Methods of Assessment

- Internet activities
- Periodical reviews
- Oral presentation
- Peer and self-assessment
- Inquiry based research
- Interview
- Survey delivery and analysis
Dance

Preamble

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of non-verbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

The conceptual basis of the study of dance as an art form centers on the three practices of performance, composition and appreciation of dance as works of art.

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance.

They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

Course Outline

Students will develop knowledge, understanding and skills about dance as an art form through:

1. **dance performance** as a means of developing dance technique and performance quality to communicate ideas;

2. **dance composition** as a means of creating and structuring movement to express and communicate ideas; and

3. **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.
Design & Technology

Preamble

The Design and Technology course caters for a diverse range of student ability endeavouring to address the specific needs of both gender groups. Students are presented with design situations, allowing original ideas to be realised through the implementation of technology.

Students of Design and Technology are given the opportunity to experience the creation of practical projects from initial sketches to the finished and functioning article. Year 9 students work from a relatively defined brief whilst Year 10 students are given a less descriptive design brief, allowing for greater creativity.

Course Outline Year 9
During Year 9, students will design and produce two design projects, each linked to two different focus areas determined by the syllabus and accompanied with a Folio. The folio will be a relatively comprehensive document, outlining all initial design concepts, research, sketches and workshop drawings necessary to complete the project. The bulk of the folio is to be completed as homework. Students will also cover the necessary associated theory pertaining to design; and instruction of relevant tools and machinery used in the workshop.

There will be a levy of $90.00 attached to this course.

Course Outline Year 10
Students will apply the theory and practical skills learnt in Year 9 to develop a substantial project in Year 10. The students will be given a relatively open design brief, allowing scope to design. They will manage their project, with every stage being noted in their folio. The Year 10 course will also be supplemented with associated theory.

There will be a levy of $100.00 attached to this course.

Assessment
Students will be graded on the effective and correct use of machinery, and equipment used to construct their project, as well as developing practical skills, completing assignments and bookwork. Students will also be assessed on their design folio that maps the process of their practical work from the initial thought to the finished product. Students will also be required to sit for exams.
Drama

Why Study Drama? Because Drama is . . .

Learning about the world:
A way of discovering about the world with one’s whole self, and a way of learning about people, relationships and why people do what they do.

Learning life skills:
Drama lets us bring into the classroom life-contexts from beyond the classroom and beyond the students’ personal experience, to try out for ourselves; developing life-skills such as conflict resolution, negotiating with others, understanding the implications of issues and events, identifying what needs changing and how to go about it, learning how to do what matters etc.

Learning language skills:
By playing and replaying life-contexts directly, through whole language experience, students have the opportunity in drama to practice, control, experiment with, observe, and analyse the language used in real life.

Learning social skills:
Drama is a social, highly-structured, group-based form. Through participating in drama, students inevitably practice social interaction, negotiation and management – both leading and following constructively.

Learning confidence in public:
Drama is performing art – part of its nature is to communicate effectively and with energy to others. By involvement in the public face of Drama, students develop the skills of effective self-presentation in public situations.

Learning about theatre and drama itself:
Drama is one of the world’s great art forms, present in every society and accessible to all, both as artists and as audience. Like all the arts, Drama helps a society to define and express itself, to celebrate what it stands for, to hold up to it a critical mirror for examination and change, and both to entertain and inspire it.

Learning for vocational ends:
Look at the list above and see if you can think of any walk of life untouched by some aspect of dramatic learning. Specific drama skills are needed in the Arts and Entertainment Industries (bigger than mining or primary industries), as well as in law, hospitality, media journalism, education, politics etc.
The Course Incorporates the Key Areas of:

- Improvisation
- Play building
- Dramatic forms
- Reading and writing scripts as texts for performance
- Performance spaces and conventions of theatre
- Technical aspects of production
- Experience of dramatic presentations
- Discussion, reading and writing about drama and theatre

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<thead>
<tr>
<th>TERM</th>
<th>UNIT</th>
<th>ASSESSMENT SUMMARY</th>
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<tbody>
<tr>
<td>1</td>
<td>Elements of Drama</td>
<td>Pair Acting Tasks</td>
</tr>
<tr>
<td>2</td>
<td>Play building - Storytelling</td>
<td>Scriptwriting activities and performance</td>
</tr>
<tr>
<td>3</td>
<td>Production and Performance</td>
<td>Short one-act plays presented to an audience of parents and friends</td>
</tr>
<tr>
<td>4</td>
<td>Movement and Multicultural Performance Poetry</td>
<td>Small group Performance Poetry pieces performed to an audience of parents and friends</td>
</tr>
</tbody>
</table>

The Major Methods of Assessment are:

1. Performance, group work, workshops, improvisations etc.
2. Student logbooks
3. Other written work, e.g. research assignments, reviews
4. Student evaluation.
Food Technology

Preamble

Food Technology is a Board developed course that will be offered as a 200-hour course over 2 years. Students in both years are required to cover all of the core content.

Food Technology (Year 9 Focus)

Students will cover core content within a variety of context areas. They will participate in food preparation situations with emphasis on hygiene, nutritional value and presentation while gaining an appreciation of how our food culture has evolved and how it continues to evolve through the influence of our diverse migrant population.

Focus areas covered
1. Food in Australia: Students will examine the history of food in Australia from traditional bush food to contemporary eating patterns.
2. Food Selection and Health: Looking at the role that food plays in the body.
3. Food Product Development: Explore how products are made and marketed. Assessment will be based on both practical experiences and theoretical tasks.

Cost
As you can appreciate practical courses are expensive to run. To allow for such a wide range of food experiences to be offered, a $90 levy will apply to this course.

Food Technology (Year 10 Focus)

Students will engage in effective communication, both verbal and non-verbal and understand the importance that food plays in everyday life experiences. Students will complete all core components of the course within the following focus areas

Focus areas covered
1. Food Service and Catering: Students examine food service and catering ventures.
2. Food for Special Occasions: Students will study the range of special occasions and cater for them.
3. Food for Special Needs: Explore a range of special food needs and the means to satisfy these.

Assessment will be based on both practical experiences and theoretical tasks.

Cost
As you can appreciate, practical courses are expensive to run. To allow for such a wide range of food experiences to be offered, a $100 levy will apply to this course.
French

Why Learn French

- More than 200 million people speak French on the five continents. French is taught in every country in the world.
- An ability to speak French is an advantage in the international job market. France is the world’s fifth biggest economy.
- French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.
- France is the world’s number one tourist destination and attracts 70 million visitors per year.
- Speaking French opens up study opportunities at renowned French universities and business schools.
- French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the Olympic Games Committee, the International Red Cross and international courts.
- French is also the third most used language on the internet.
- French is easy to learn, you just need to be consistent and follow your teacher’s advice.
- French is a good base for then going on to learn other languages, particularly the romance languages.
- French is an analytical language that structures thought and develops critical thinking, which is valuable skill for discussions and negotiations.

The study of French culture is integrated with the study of language and grammatical structures.

Course Outline Year 9 and Year 10

<table>
<thead>
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<tr>
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<tr>
<td>• Personal Project</td>
<td>• It’s a Wrap</td>
</tr>
</tbody>
</table>

Methods of Assessment

Year 9
Progressive Appraisable Tasks throughout the year
Listening
Reading
Writing
Speaking

Year 10
The assessment procedure is more formal for Year 10; however, all four skills will be examined. During class assessments, a formal assessment procedure will be followed.

Studying French in Years 9 and 10 leads to studying French Continuers for the HSC. Some universities around the country are now offering extra ATAR points for language learners.
German

Why Learn German

- Knowledge of German increases your job opportunities with foreign companies in Australia and abroad.
- German is the second most commonly used scientific language.
- A wide range of important websites are in German and Germany is ranked number 5 in terms of annual publication of new books.
- Learning German provides you with an insight into the way of life and the hopes and dreams of people in German speaking countries.
- German is widely spoken throughout Europe making travel much easier.
- Germany awards a generous number of scholarships and other support to study in Germany, often foreigners study for free.
- Working holiday visas are available to young people wanting to work and or study in Germany.
- A range of exchange opportunities exist with our sister school Erasmus Gymnasium.

Course Outline Year 9 and Year 10

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The study of German culture is integrated with the study of language and grammatical structures.

Methods of Assessment

Year 9
Progressive Appraisable Tasks throughout the year
Listening
Reading
Writing
Speaking

Year 10
The assessment procedure is more formal for Year 10; however, all four skills will be examined. During class assessments, a formal assessment procedure will be followed.

Studying German in Years 9 and 10 leads to studying German Continuers for the HSC. Some universities around the country are now offering extra ATAR points for language learners.
iSTEM

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

The School aims to expose our students to the latest technology, achieved through the computer programs and the resources of the new Technology Block. This course shows students a wide variety of uses of technology in the home and work situation. Students who undertake this course will do so in a project based environment. Working with the latest technology and Industry Standard software, students will explore current and emerging technologies.

The core is:
Core content of the Information and Software Technology Syllabus provides students with specialised knowledge of hardware, software, past, current and emerging technologies, data, and people involved in the field of Information and Software Technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively.

The options are:
Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include Digital Media, The Internet and Website Development and Software Development and Programming.

Methods of Assessment
Students are assessed for this course through various tasks and the development of practical projects, where they will be given real life scenarios to test their technology skills when faced with problems from the real world.

When completing these projects, students may work collaboratively or individually working in one of the computer rooms in the new Technology Block, or with their own devices.
Preamble

ISTEM is a Stage 5 (Year 9 & 10) school developed, BOSTES endorsed course (SDBEC) which aims to contextualise curriculum content using problem based learning activities. It is unique in the fact that it was developed in consultation with local manufacturing industries and integrates the often separately taught components of STEM.

The curriculum was first endorsed by BOSTES in 2014 and was delivered by seven local schools in 2014. The number of schools delivering iSTEM in NSW is expected to increase in 2016 to over 40 schools.

ISTEM caters for students who have an interest and desire to develop knowledge and understanding of engineering concepts and principles. This will be offered as a 200-hour Board Developed Course over Years 9 and 10 and will provide students with the knowledge to look at man-made objects and understand how and why they work. Students will also be encouraged to solve problems using engineering knowledge.

The course will be delivered in a series of units where a practical project will be completed during each unit to help develop understanding of the concepts studied. Some of the resources used to deliver this course will include Lego NXT’s and components, PET Bottle Rockets, CO₂ dragsters, PRO Engineer CAD package, 3D printing, electronics and metal and wood resources.

ISTEM will provide students with a knowledge of how things work, exercise design and scientific practices in the practical situation and leads directly into Engineering Studies and Design & Technology in Year 11. It will also form valuable background knowledge for VET Metals and Engineering plus Physics.

Course Outline Year 9
During Year 9, students will study the unit Structures and Mechanisms. They will learn about forces, materials and construction methods and experience the challenge of building a structure to suit a particular situation. They will also investigate how levers, pulleys and gears work and apply these to a project that moves. Students will also learn the basics of technical drawing as used by engineers.

Course Outline Year 10
In Year 10, the units of Control Systems and Alternative Energy are studied. This will involve the understanding and application of electronic devices. They will also look at ways to control structures and mechanisms, building on their knowledge from Year 9. This will include the use of sensors, actuators and controllers. Technical drawing is also expanded to include engineering specific drawing methods.

Assessment
Students will be graded on the level of knowledge and understanding that they exhibit in their practical and theoretical projects, assignments and bookwork. Ongoing assessments in the form of topic tests and assignments will form part of the assessment procedure.

Cost
To allow for such a wide range of projects and experiences to be offered, an annual levy of $40 for Year 9 students and $50 for Year 10 students will apply to this course.
Why Learn Japanese?

- Japanese is spoken by 125,000,000 people worldwide.
- Japan’s geopolitical and strategic importance is increasing more than ever.
- The Japanese are innovators, designers, and creative engineers in cultural exports.
- You can travel to Japan and communicate with Japanese people.
- You will understand what they are saying in anime, video games, and Japanese pop music.
- You can explore Japanese foods.
- Learning Japanese helps you think about your native language and culture.
- Understanding different ways of thinking opens your mind.
- You can use Japanese for your future career.

Course Outline

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</tbody>
</table>

The study of Japanese culture is integrated with the study of language and grammatical structures.

Methods of Assessment

Year 9
Progressive Appraisable Tasks throughout the year.
Listening
Reading
Writing
Speaking

Year 10
The assessment procedure is more formal for Year 10; however, all four skills will be examined. During class assessments, a formal assessment procedure will be followed.

Studying Japanese in Years 9 and 10 leads to studying Japanese Continuers for the HSC. Some universities around the country are now offering extra ATAR points for language learners.
Music

Preamble
Choosing Music in Years 9 and 10 is an exciting way to build upon the foundation learnt in Years 7 and 8. It suits those students who wish to extend their musical experiences and learning.

Elective Music gives opportunities for learning and playing different instruments, building skills in sound and music software, as well as composing own ideas.

These ideas can quite easily be notated and recorded using the software and equipment available at HVGS. Studying the concepts of music in Years 9 and 10 deepens your understanding of musical styles and genres and helps you to understand why music sounds the way it does.

It is **highly recommended** that all students studying elective Music be a member of at least one HVGS ensemble.

Course Outline Year 9 and 10
Students will study various musical contexts through a balance of the following three learning experiences in an integrated fashion.

1. **Contexts**

2. **Composing**
   Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem solving. This will occur through improvising and arranging individually and in groups, improvise and compose musical ideas that are characteristic of topics studied, and notation of work.

3. **Performing**
   Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and ensemble techniques. This will occur through performing as individuals and in groups, performing compositions and arrangements, as well as perform and interpret music from a range of styles.

4. **Listening**
   Students will develop knowledge, understanding, skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, historical and cultural contexts. This will occur though the listening, analysis and comparison of repertoire, the identification, comparison and discrimination of the concepts used and the interpretation of repertoire.
Methods of Assessment
All students will have 5 formal assessment tasks each year addressing the three learning experiences of Performing, Composing and Listening.

This course serves as a pathway for further formal study in Music 1 and Music 2 in Years 11 and 12.

Cost
Years 9 and 10 Music – Students may be expected to attend a concert in Sydney once per year.
Philosophy (Big History)

Preamble

During Stage 4, students have achieved success in Humanities (English, History and Geography) and Measuring Physical Sciences (Mathematics, Science, Physical Education and Personal Development). They will continue to undertake these courses during Stage 5. We have introduced into Stage 5 an elective course which takes an interdisciplinary approach.

This course involves students in examining the philosophy of human knowledge and understanding in relation to the universe, themselves and their place within that universe. This course is based on the Big History Project developed by Macquarie University.

Knowledge and Skills objectives

Students undertaking this course will develop:

- knowledge and understanding of philosophical concepts;
- knowledge and understanding of how evidence and discipline-based claims of knowledge of the universe is used to frame problems and conduct investigations addressing essential philosophical questions;
- skills to apply philosophical concepts to questions, cases or problems for the purposes of analysis, synthesis and evaluation of ideas; and
- skills to design, conduct and evaluate investigations; skills in communicating responses to essential philosophical questions.

Course Outline

The course is designed as a 200-hour course, however, students can undertake a 100-hour course for Year 9 only. The course is divided into 10 themed modules of 20 hours each. Each module is driven by a philosophical question.

1. Module 1 What do we know and how do we decide what to believe?
2. Module 2 Where do we all come from?
3. Module 3 What happened at the beginning of time?
4. Module 4 Why does the Solar system matter?
5. Module 5 Why is life so special?
6. Module 6 What makes us human?
7. Module 7 Why are humans successful?
8. Module 8 Why is the world interconnected?
9. Module 9 How have humans changed things?
10. Module 10 Where are we now and where are we heading?
Photographic & Digital Media

Preamble

This is a 100 or 200-hour course of study for the award of Record of Student Achievement (ROSA). This course allows students to investigate photographic and digital media in greater depth and breadth than the Visual Arts elective course provides. The evolution of digital technologies has altered the nature of photographic practice and has created many variables. This course uses photographic and digital technologies as tools for the creation of traditional and contemporary artworks.

The areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world, their notions of cultural identity and self, come from the images that permeate visual arts, design, television, film, video, internet, mass and multimedia. The Photographic and Digital Media course provides students with opportunities to investigate concepts such as the technological, artistic and theoretical development and making of photographic and digital works, the role of the artist as photographer and digital artist, the use of photographic and digital forms of art in society, and the intended audiences for these art forms. Reality, illusion, and simulation by photographic and digital media are explored, and emergent technological developments are investigated. Practice within the School context is intended to approximate the contemporary practice of artists, photographers, videographers, film-makers, animators who provide real world models for learning and make future career options available to students.

Students learn about and develop skills in a variety of activities chosen from:

<table>
<thead>
<tr>
<th>Still</th>
<th>Interactive</th>
<th>Moving</th>
</tr>
</thead>
<tbody>
<tr>
<td>• camera based &amp; non-camera</td>
<td>• computer generated images</td>
<td>• video</td>
</tr>
<tr>
<td>based works</td>
<td>• web design</td>
<td>• film</td>
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<tr>
<td>• wet photography</td>
<td>• internet art</td>
<td>• animation</td>
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<tr>
<td>• manipulated images</td>
<td>• games</td>
<td>• performance works</td>
</tr>
<tr>
<td>• enhanced images</td>
<td>• holographic &amp; virtual realities</td>
<td>• time-based installation</td>
</tr>
<tr>
<td>• digital media in printed</td>
<td>• hypertext works</td>
<td>works</td>
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<td>form</td>
<td>• performance works</td>
<td>• other moving photographic</td>
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<td>• computer generated images</td>
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<td>&amp; digital works</td>
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<td>• photostatics</td>
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</table>

Students are required to produce a Photographic and Digital Media portfolio and to keep a Photographic and Digital Media journal in this course which is used for assessment by the teacher. The journal is a record of investigations, reflections, and evaluations considered by the student in relation to the Photographic and Digital Media artworks made by the student.

Students will need their own compact digital camera and a compatible 4GB SD card. These must be clearly labelled with the student’s name.
Physical Activities & Sport Studies

Preamble

This course has been specially designed to provide the students with an interesting and alternate area of study which explains both the practical and theoretical components of movement. It is a Board of Studies Content Endorsed Course. It will appear on the student’s award of Record of Student Achievement.

This course provides a solid foundation for any students wishing to complete the 2U HSC Personal Development, Health and Physical Education (PDHPE) course, and with a vocational interest in PDHPE Teaching, Recreation, Sports Medicine, Sports Administration, coaching, nursing and Health-related areas. It was stated by the Faculty Head of Medicine at Newcastle University that all students should study elective PDHPE courses as they provide the students with a thorough understanding of the social and emotional aspects of humans, rather than just a scientific background. Physical Activity and Sport Studies certainly meets these criteria.

Course Outline Year 9 and 10

The Physical Activity and Sport Studies course aims to provide students with the opportunity to study the science of movement and its relationship to the human body, to encourage students toward lifelong participation in leisure, recreational and social activities and to develop positive attitudes toward physical activity and toward others.

Some of the areas studied include:

- Drug Use in Sport
- Technology, Participation and Performance
- Anatomy and Body Systems
- Sports Coaching
- Physical Fitness
- Lifestyle, Leisure and Recreation

A sample of units of study in the practical area include:

- Physical Fitness
- World Games
- Lawn Bowls
- Stand Up Paddleboarding
- Martial Arts (Self Defence)
- Resistance Training

Methods of Assessment

Assessment will cover both the practical and theory components of the course. Assessments will include in class tasks, skills tests, book work, practical participation, projects and assignments.

Ski Trip - A ski trip to Thredbo during the July school holidays may be offered to PASS students

(approximate cost $1,600) in 2018.
Textiles Technology

Preamble
Textiles Technology is offered as a 200-hour Board of Studies course covering Years 9 & 10. This course is modelled along the Stage 6 course.

Textiles Technology (Year 9 Focus)
Students will expose themselves to a variety of skills, design elements and techniques that will form the basis of all the Stage 5 and 6 products.

Course Outline Year 9
During Year 9, students will study the focus areas of design and historical and cultural perspectives. They will have the opportunity to make a skirt, pillow, bags or similar articles where they build skills in sewing and folio construction and presentation.

Course Outline Year 10
In Year 10, students will study properties and performances of textiles and/or fibres. In addition, they will look at contemporary influences on design. Students build on the skills learnt in Year 9 and make pyjamas or similar article. This is then followed by a major work of their own choice, which is supported by a folio that contains sketching and aspects of fashion design.

Assessment
Students will be graded on the level of knowledge and understanding that they exhibit in their practical and theoretical projects, assignments and bookwork. Ongoing assessments in the form of topic tests and assignments will form part of the assessment procedure.

Textiles Technology (Year 10 Focus)
Students will focus on the properties and performances of all fibres. They also look at contemporary influences on design.

Cost
A levy of $60 in Year 9 and 10 will apply. Students are also required to have their own basic sewing kit of scissors, pins and a box to contain their equipment and material in; this can be purchased by the student externally. Students will, at times, depending on the size and type of the project, be required to purchase fabric and thread.
Visual Arts

Preamble

This is a 100 or 200-hour course of study for Stage 5. In our contemporary society, many kinds of knowledge are increasingly managed through imagery and visual codes. Much of students' knowledge is learnt in this way. Visual Arts empowers students to engage effectively in visual forms of communication. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. It teaches students how to interpret and organise such information.

Visual Arts encourages creative and confident use of technologies, including traditional and contemporary art forms and emerging digital media and information and communication technologies. The knowledge, understanding, skills and values gained from studying Visual Arts assists students in building the conceptual, practical and critical skills used in many different professions.

The new Visual Arts Syllabus has been updated to focus on contemporary art practices. It involves looking at how and why artists make artworks and gives students an insight into how artists represent the world. Students learn what it means to be an artist; a commentator on the world, beliefs, values, and an instigator of new ideas. Students make artworks developed over time that build a body of work. Students investigate the use of technologies in a range of artworks and in critical and historical studies of art and artists. They interpret artworks using the language of the Frames (subjective, cultural, structural, and post-modern) and study the relationships between artist, artwork, world, and audience (the conceptual framework). This learning is also applied to their own art making.

Students learn about and develop skills in a variety of art making activities chosen from:

<table>
<thead>
<tr>
<th>2D FORMS</th>
<th>3D FORMS</th>
<th>4D FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>Sculpture</td>
<td>Film And Video</td>
</tr>
<tr>
<td>Painting</td>
<td>Ceramics</td>
<td>Digital Animation</td>
</tr>
<tr>
<td>Printmaking</td>
<td>Designed Objects</td>
<td>Multimedia</td>
</tr>
<tr>
<td>Digital Media</td>
<td>Textiles And Fibres</td>
<td>Performance Works</td>
</tr>
<tr>
<td>Computer Graphics Collage</td>
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<tr>
<td>Photography</td>
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</tbody>
</table>

Students are required to keep a Visual Arts diary. This diary provides a vital link between the student and the teacher. It is used to document the stages of a student's art making practice and allows for reflection, evaluation, and assessment.

Students may need to supply some items for their own art making if not using regular School materials. Students will need to provide a USB flash drive.
Visual Design

Preamble

This is a 100 or 200-hour course of study for Stage 5. Visual Design offers specialised learning opportunities in investigating design in an artistic context in greater depth and breadth than through the Visual Arts elective course.

Visual Designers identify themselves as architects, graphic designers, web designers, commercial and industrial designers, fashion, textile and accessory designers, space, light, and sound designers. They are involved in trend forecasting, consumer profiling, and conceptual prototyping. Visual Design places great importance on the development of students' intellectual and practical autonomy, critical judgement, reflective actions and understanding of the field of Visual Design in making and interpreting Visual Design artworks.

Investigations are made into the way Visual Design has adapted and evolved over the 19th and 20th centuries and into the 21st century. The evolution of digital technologies has altered the nature of Visual Design and has created new Visual Design practices.

Practice within the School context is intended to approximate practice used in the contemporary world by artists as visual designers. These practices provide real world models for learning and may establish career options for students. Over the course students investigate a range of design concepts and make and resolve Visual Design artworks to build a folio of work.

Students learn about and develop skills in a variety of activities chosen from:

<table>
<thead>
<tr>
<th>Print</th>
<th>Object</th>
<th>Space-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• multimedia</td>
<td>• jewellery</td>
<td>• interactive visual design</td>
</tr>
<tr>
<td>• individual &amp; group identity (logos)</td>
<td>• wearables</td>
<td>• video/animation</td>
</tr>
<tr>
<td>• illustration</td>
<td>• ceramic ware</td>
<td>• site-specific installations and exhibitions</td>
</tr>
<tr>
<td>• cartooning</td>
<td>• fabric</td>
<td>• environmental design</td>
</tr>
<tr>
<td>• typography</td>
<td>• iconic symbols</td>
<td>• architectural considerations of interior and exterior spaces</td>
</tr>
<tr>
<td>• visual semiotics (text, font)</td>
<td>• habitat design</td>
<td>• creating virtual worlds</td>
</tr>
<tr>
<td>• posters/postcards</td>
<td>• containers</td>
<td>• use of sound and light</td>
</tr>
<tr>
<td>• the visual image in advertising</td>
<td>• theatrical applications of visual design</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to keep a Visual Design journal in this course which is used for assessment by the teacher.

The journal is a record of investigations, reflections, and evaluations considered by the student in relation to the Visual Design artworks made by the student.

Students may need to supply some items for their own art making if not using regular School materials.

Students will need to provide a USB flash drive.
### Possible Course Offerings in Yr 11 2019 & Yr 12 2020

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Subject Offered in Year 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English (compulsory)</td>
<td>• Standard</td>
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<tr>
<td></td>
<td>• Advanced</td>
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<tr>
<td></td>
<td>• Extension English</td>
</tr>
<tr>
<td>2. Mathematics</td>
<td>• General</td>
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<td></td>
<td>• Mathematics (2 unit)</td>
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<td></td>
<td>• Extension Mathematics</td>
</tr>
<tr>
<td>3. Science</td>
<td>• Chemistry</td>
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<td></td>
<td>• Biology</td>
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<td>• Physics</td>
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<td>• Earth &amp; Environmental Science</td>
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<td></td>
<td>• Senior Science</td>
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<tr>
<td>4. Human Society &amp; its Environment (HSIE)</td>
<td>• Business Studies</td>
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<tr>
<td></td>
<td>• Economics</td>
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<tr>
<td></td>
<td>• Modern History</td>
</tr>
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<td></td>
<td>• Extension History (Yr 12 only)</td>
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<tr>
<td></td>
<td>• Geography</td>
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<td></td>
<td>• Ancient History</td>
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<td></td>
<td>• Legal Studies</td>
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<td></td>
<td>• Society &amp; Culture</td>
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<td></td>
<td>• Studies of Religion</td>
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<tr>
<td>5. Languages other than English (LOTE)</td>
<td>• Beginners German (May be offered)</td>
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<td></td>
<td>• Beginners French (May be offered)</td>
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<tr>
<td></td>
<td>• Beginners Japanese (May be offered)</td>
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<td></td>
<td>• Continuers French</td>
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<tr>
<td></td>
<td>• Continuers German</td>
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<tr>
<td></td>
<td>• Continuers Japanese</td>
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<tr>
<td>6. Technology &amp; Applied Studies</td>
<td>• Information Processes &amp; Technology</td>
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<td>• Software Design &amp; Development</td>
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<td>• Engineer Studies</td>
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<tr>
<td></td>
<td>• Design &amp; Technology</td>
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<td></td>
<td>• Textiles &amp; Design</td>
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<td></td>
<td>• Food Technology</td>
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<tr>
<td>7. Creative Arts</td>
<td>• Music Course 1</td>
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<tr>
<td></td>
<td>• Music Course 2</td>
</tr>
<tr>
<td></td>
<td>• Extension Music (Yr 12 only)</td>
</tr>
<tr>
<td></td>
<td>• Visual Arts</td>
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<td></td>
<td>• Visual Design</td>
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<tr>
<td></td>
<td>• Photography, Video &amp; Digital Imaging</td>
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<tr>
<td></td>
<td>• Drama</td>
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<tr>
<td>8. Personal Development, Health &amp; Physical Education</td>
<td>• 2 Unit PD/PE Health</td>
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<tr>
<td></td>
<td>• Community &amp; Family Studies</td>
</tr>
<tr>
<td>9. Vocational Education &amp; Training (VET) Courses</td>
<td>• Information Technology</td>
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<tr>
<td></td>
<td>• Hospitality</td>
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<tr>
<td></td>
<td>• Metals &amp; Engineering</td>
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</tbody>
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