

FAIRVALE HIGH SCHOOL ^{est 1969}

I Learn to Live



STAGE 5 SUBJECT INFORMATION BOOKLET

2022 - 2023

To be read in conjunction with the 'Student Welfare and Information Booklet'

... Tradition



Care



Innovation ...

Our Direction

Fairvale values and caters to the needs of children and their education by emphasising:-

Traditional values
Flexible curriculum
Innovative teaching and learning practices
Caring, supportive atmosphere
Strong and fair discipline structures
Community involvement
Acknowledgement of a rich and diverse community
Commitment to lifelong learning

This will be accomplished in an atmosphere of:-

Mutual respect and co-operation
Enjoyment of multiculturalism
Manners and courtesy
Self-discipline
Caring staff
School uniform
Clean, attractive and safe environment

SCHOOL VISION

The community of Fairvale High School shares a vision which is committed to:-

- ☞ quality learning and teaching in a traditional, caring and supportive environment.
- ☞ respect for all, in a culturally diverse context.
- ☞ equal opportunity of participation in all aspects of school life.
- ☞ success for all students.

SCHOOL PURPOSE

Our vision for the school will be achieved by:-

- ☞ effective teacher professional learning.
- ☞ leadership and management which supports learning and teaching.
- ☞ effective and efficient school administration.
- ☞ strong discipline and welfare structures which promote self-discipline, including the wearing of our school uniform with pride

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INTRODUCTION

It is time for Year 8 students to think about the elective or 'additional' subjects they will study in Year 9 and 10. All students will study the following subjects:

- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Australian Geography, Civics and Citizenship
- Australian History, Civics and Citizenship

This booklet is designed to help you select the TWO elective or 'additional' subjects that you will be studying in Years 9 & 10. There are four golden rules to help you make suitable choices:

1. **Ability:** choose subjects that you are good at.
2. **Interest:** choose subjects you are interested in.
3. **Motivation:** choose subjects you really want to learn.
4. **Affordable:** choose subjects you can pay for at the start of Term 1.

This booklet contains information about each subject that is being offered for you to select for 2022. Please take time to read this booklet and think about your options. Discuss your selections with your teachers and parents.

Remember that once you have selected your courses and been accepted into the classes you are making a commitment to study these for two years.

Students who need learning support to complete the Year 9 and 10 requirements can elect to do a Life Skills course for some or all of their subjects. Further information about Life Skills and other details about the requirements can be found further on in this booklet.

Please be aware that classes will be formed based upon student choice, staff availability and suitable student numbers. As a consequence not all subjects in this booklet may run in 2022.

COURSE REQUIREMENTS

Over the four years leading up to Year 10, you need to have studied the following courses:

- English -** studied substantially in each of Years 7-10 with 500 hours to be completed by the end of Year 10.
- Mathematics -** studied substantially in each of Years 7-10 with 500 hours to be completed by the end of Year 10.
- Science -** studied substantially in each of Years 7-10 with 500 hours to be completed by the end of Year 10.
- HSIE -** Human Society and Its Environment studied substantially in each of Years 7-10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7-8 and 100 hours each of Australian History and Australian Geography in Years 9-10.
- Creative Arts -** studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
- TAS -** Technological and Applied Studies studied for 200 hours and consisting of the Technology (Mandatory) course.
- PD/H/PE -** Personal Development, Health and Physical Education studied in each of Years 7-10 with 300 hours to be completed by the end of Year 10.
- Languages -** studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7-8.

If you think you will not meet these requirements by the end of Year 10, you should speak to the Deputy Principal, Curriculum.

Attendance

The school may grant students leave for legitimate reasons such as illness, physical injury or family emergencies. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory assessment tasks during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, the school may judge that it is not feasible to make up the work during the year.

Any period of unapproved absence may result in non-completion of a course(s) and may impact on your eligibility to enter Year 11.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is your responsibility to:

- (a) Follow the course developed or endorsed by the Board; and
- (b) Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) Achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by your attendance and level of involvement in class, the assignments, homework, etc completed and your level of achievement.

If it is determined that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of School Achievement.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Deputy Principal. Appeals against 'N' determinations should be lodged with the Deputy Principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Deputy Principal that you wish the appeal to be referred to the Board of Studies.

LIFE SKILLS COURSES

Stage 5 (Years 9 and 10) Life Skills courses will be available for students following a Special Program of Study.

Life Skills courses are delivered at Fairvale High School in two ways - through the support unit OR in mainstream classes where the teacher and the student is provided with support.

Students accessing a Special Program of study in Stage 5 will be Special Education students both in the support unit and the mainstream along with students who have attempted a regular program of study without success, have had disrupted schooling or have a deteriorating medical condition.

A Life Skills course can only be selected by a student through a planning process. As a result of this process, the student has a transition plan created by the student, other significant individuals in the student's life and relevant teaching staff.

Exit from a Life Skills program is also planned through consultation.

Life Skills courses will appear on your Record of School Achievement.

The flexibility of a Life Skills program allows students to complete either a Full Life Skills Program **OR** Partial Life Skills with a mixture of Life Skills and Standard courses.

A Life Skills program includes.....

- More opportunities for work experience
- A curriculum structure that encourages students to complete secondary education
- A flexible structure within which students can prepare for further education and training.

If you believe your child is eligible for enrolment in Life Skills courses and a Special Program of Study please do not hesitate to contact the Learning Support Faculty at Fairvale High School.

Additional Subjects

Students must choose two (2) of the following subjects as part of their additional component of subjects for the School Certificate.

COMPUTERS

Information & Software Technology

The study of Information and Software Technology in Years 9 and 10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts using a range of technologies. This course 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.

There is a wide choice of options for the course, all based around exciting project topics.

Options include:

Year 9

- Networking Communication Systems & Internet
- Artificial Intelligence, Modelling & Simulation
- Multimedia including: Graphics, Animation and Website Development

Practical work involves: Project based work creating user manuals, Animations using Photoshop & Blender, creating an intelligent system (Artificial Intelligence) and PC building

Year 10

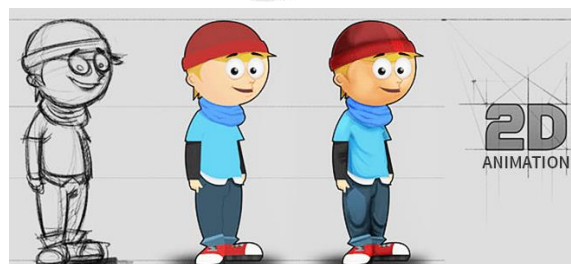
- Database Design - School Yearbook
- Software Development - Various projects using Python and the microbit.
- Digital Media/ Multimedia - Create a short promo video using various media types- Audio, Video, Animation & Text

Practical work involves: Microbit / Python programming, Yearbook Database, Promotional Video, Scratch Game.

There are no prerequisites for the course, but a general interest in computers and computer technology is recommended.

Assessment

Assessment is by project work completed in class.



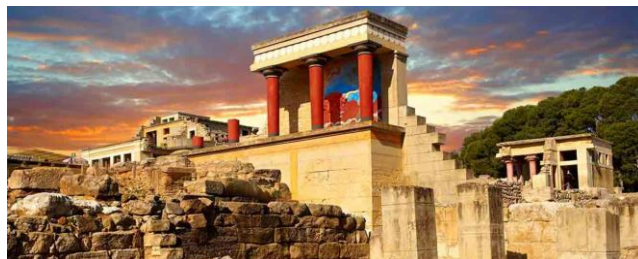
HISTORY

History Elective

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. The study of History develops an appreciation for and an understanding of civics and citizenship.

TOPIC 1: HISTORY, HERITAGE AND ARCHAEOLOGY

- Archaeological sites: Palace of Knossos
- Film as history: Troy
- History and the media
- Heritage and Conservation



TOPIC 2: ANCIENT, MEDIEVAL AND MODERN SOCIETIES

- The Americas: The Aztecs
- Pirates
- The Pacific: Maori
- Europe: The rise of the British Empire



TOPIC 3: THEMATIC STUDIES

- Crime and Punishment: Jack the Ripper and Pyjama Girl
- Heroes and Villains: Ned Kelly
- Music through history
- War and peace
- Children in History
- Power and Political Unrest

Class activities include the following:

- Historical Inquiry
- Project Based Learning activities
- Creative Group activities eg. Videos, movie trailer, documentaries, websites, vlogs, news broadcast and PowerPoint presentations
- Re-enactments



HOME ECONOMICS

Child Studies

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. As a result, students will have the opportunity to explore interrelationships through each stage of development in the early years.

Child Studies includes the study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Students will also learn to identify, create and evaluate solutions to enhance a child's wellbeing.

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 child care and education.

Some of the units to be covered include:

- Preparing for parenthood
- Conception to birth
- Newborn care
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood
- Childcare services and career opportunities



Assessment

Child Studies students' progress is assessed by using tasks such as assignments, practical projects, bookwork and unit tests. Students will also be required to participate in a one day parenting activity using a Real Care Baby Infant Simulator.



Food Technology

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation concerning the production of food. Students will develop food specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.



What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied. Topics include:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for specific needs
- Food for special occasions
- Food trends

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Assessment

Assessment will be based on tasks such as practical skills, research and assignments.

Practical	50%
Theory	50%



Textiles Technology

Course Description

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



What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

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

What will students learn to do?

By examining the work of designer's students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Assessment

Textiles Technology students' progress is assessed by using tasks such as practical work, portfolio, assignments, bookwork and unit tests.



INDUSTRIAL TECHNOLOGY

The major emphasis of the *Industrial Technology Syllabus* is on students being actively involved in the planning, development and construction of quality **practical projects**. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area.

The courses offered at our school include studies in a number of focus areas.

These are:

- Automotive
- Electronics
- Engineering
- Metal
- Timber



Note: Students may undertake **two** of these courses in Industrial Technology.

Industrial Technology - Automotive

The Automotive focus area provides opportunities for students to develop knowledge, understanding and skills in relation to automotive and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to automotive maintenance and repair which are enhanced and further developed through the study of specialist modules in automotive technologies.

Practical projects will reflect the nature of the Automotive focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to automotive-related technologies.

These may include:

- maintenance and repair of small engines
- practical skills in working with metals and plastics
- building a small powered vehicle
- work undertaken on isolated automotive components.
- basic auto electrical circuit construction skills



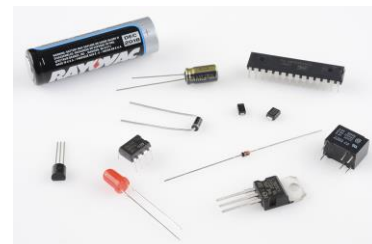
Course fee: \$40 per year

Industrial Technology - Electronics

The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics, which are enhanced and further developed through the study of specialist modules in:

- Circuits and Components
- Computer Repair and Construction.



Practical projects will reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies. These may include:

- electronic circuits and kits
- electronic controlled devices
- robotic projects
- work undertaken on isolated computer components.

Course fee: \$45 per year



Industrial Technology - Engineering

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy
- Aboriginal Perspectives



Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.

These may include:

- small structures - towers, bridges
- small vehicles - co2 Racers
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems

Course fee: \$40 per year



Industrial Technology - Metal

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication



Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies.

These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects
- Art metal



Course fee: \$40 per year

Industrial Technology - Timber

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.



Practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

These may include:

- furniture items - table
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.



Course fee: \$45 per year

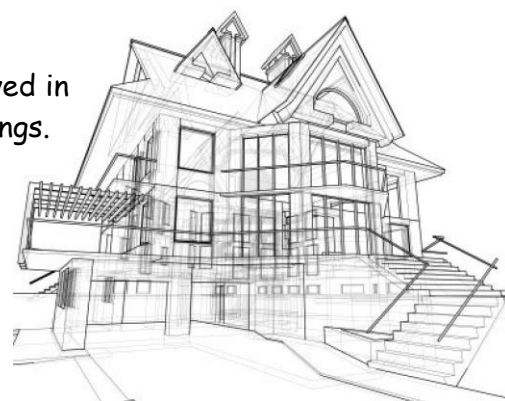
Graphics Technology

Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.



Students undertaking 200 hours (ie. Years 9 & 10) of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration

What will students learn to do?

- The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and **producing quality graphical presentations**.
- Students will learn to design, prepare and present graphical presentations using **both manual and computer based drafting technologies**.
- They will learn to interpret and analyse graphical images and presentations.
- Develop an understanding of the use of graphics in industrial, commercial and domestic applications.



Course fee: \$12 per year

LANGUAGES

The languages available at Fairvale High School are Spanish and French.

Why should students choose languages?

- Broadens cultural understanding
- Builds communication skills
- Increases your self-esteem and confidence
- Promotes tolerance, solidarity, compassion, understanding and respect
- Improves literacy and mathematics skills
- Makes you more employable for any career in human services, tourism, hospitality, health, welfare, business, engineering and education.



French

Why should students choose French?

- French is one of the official languages of the Olympic Games, the United Nations, the European Union and the South Pacific Commission
- Knowledge of French is beneficial in the fields of banking, arts, commerce, fashion, cosmetics, tourism, health, welfare, etc.
- French is spoken in at least 42 different countries including islands near Australia such as New Caledonia, Vanuatu and Tahiti



Anyone is welcome to study French; we cater for all needs, even if you have never studied French before.

What you will do in French:

- Google Classroom, languages website, language perfect (including Boardworks software which has been specially designed for languages)
- Gain skills in Microsoft Office (creating PowerPoint presentations, Word documents, Excel spreadsheets), Google Classroom, languages websites, language perfect.
- Internet research for cultural projects
- Interactive classroom activities (including role plays, communicative games, group work, peer tutoring)
- Songs and movies
- Food appreciation (including visits to restaurants for tastings of croissants, snails, baguettes)



Assessment: Students will complete assessment tasks assessing listening, reading, speaking and writing skills. Students are assessed on their understanding of how language works and their development of cultural understanding.





Spanish

Why should students choose Spanish?

- Spanish is one of the official languages of the United Nations and the European Union
- Spanish is the second most widely spoken language in the world with at least 450 million Spanish speakers worldwide.
- Spanish is spoken in 21 countries and is the second language of the United States.
- Spanish is also spoken by over 100,000 people in Australia.
- Knowledge of Spanish is extremely beneficial in the fields of banking, arts, commerce, music, cosmetics, health, welfare, etc.



Anyone is welcome to study Spanish; from native speakers to complete beginners.

What you will do in Spanish:

- Google Classroom, languages website, language perfect (including Boardworks software which has been specially designed for languages)
- Use Microsoft Office (creating PowerPoint presentations, word documents, excel spreadsheets)
- Internet research for cultural projects
- Interactive classroom activities (including role plays, communicative games, group work, peer tutoring)
- Songs and movies
- Food appreciation (including incursions nachos, empanadas, churros)
- Excursions to Spanish Film festival and Mexican Restaurant



Assessment: Students will complete assessment tasks assessing listening, reading, speaking and writing skills. Students will be assessed on their understanding of how language works and their development of cultural understanding.



PERFORMING ARTS

Drama

Drama gives students the opportunity to develop knowledge and skills in Dramatic Performance and Production. This may take many forms, such as...

- **Acting and Drama Games** (warm ups)
- **Improvisation** (making up drama on the spot)
- **Playbuilding** (creating your own drama)
- **Script Writing** (writing your own scripts)
- **Technical Aspects of Production** (Preparing for the school musical)
- **Mime / clowning**
- **Stage Management** (Lighting, props and putting together a 'show')
- **School Musical** (when you are in Year 10)



The course has a flexible structure that enables you to explore various aspects of performance and provides opportunities for you to specialise in an area.

Participation in Drama activities develop, communication skills and the ability to work with others. It also is ideal for students to develop self-confidence for job interviews, public speaking and leading skills.

Students work individually and in groups to develop performance material for assessments, performances, auditions and have the opportunity to participate as a performer or stage crew in the school musical (Year 10) or Performing Arts Revue.

Assessment

Assessment for Drama is based on performance skills and workshop participation with some written work in the form of a log book.



Music



MUSIC - Brief Description of Course: Year 9 and 10

Please see the faculty FACEBOOK page for updates and more details

<https://www.facebook.com/fvhspa/>

At Fairvale we have an innovative music program that offers both **opportunities for talented music students** and also **accommodates the beginning music student** with access to three of the best equipped High School music rooms in NSW. The music rooms have all been renovated into exciting 21st Century learning spaces to accommodate our faculty policy of - '**learning through experience**'.

Year 9 Music is about building technical skill and ability and general development as a musician on the instrument of their choice.

Students will learn to play in an ensemble and then later in the year will be offered to form small ensembles and bands to perform at the end of year '**Year 9 Concert**'. Advanced students will be offered the opportunity to perform as a soloist.



Music... continued

Year 10 – Three Term PBL Task. (Project Based Learning)

As with all Year 9 electives, music is a two year course so it is important to outline the wonderful 'Project based Learning' activities that students will be involved in in their second year (Year 10)

Term 1:

Students learn a class song to kick start the year, then are asked to form small groups and over several weeks they have to devise and perform their own 'Mash Up' or 'Medley' of two or three songs for the **Term 2 'MASH UP FEVER' Concert evening**



Term 2:

Students create a professional recording of their piece either live using a digital multitrack or using Garage Band on iPads.

- Week 7 or 8 - '**MASHUP FEVER**' is the Year 10 performance evening

Term 3 & 4:

- After a wonderful term of performance, the whole class get back together and create, collaborate and produce an **ORIGINAL 'Whole class' Pop song**. Students will then form small groups to produce their own original composition. These compositions will be recorded as in term 2, and performed at the term 4 concert. The best compositions will be professionally recorded and entered into the Triple J "Unearthed High" for the following year.



- Students again professionally record the class song and perform it as part of the Term 4 second Binishell concert evening.
- **FINAL COMPOSITION EVENING – Original Song Showcase**
Students use the skills developed in the 'Class song' to create their own compositions which culminates in a Year 10 Original Composition Showcase in Week 6 of term 4.

Dance

This course is for those students, both girls and boys, who have an interest in Dance as a fun pastime, fitness activity or as a potential career. You do not have to have done Dance before, but if you have done some, perhaps at Primary School, then you will have the chance to develop your own style of Dance and to experiment with other styles.

During Year 9 & 10 you will study dance across the areas of Performance, Composition and Appreciation:

Including:

- Modern Dance
- Jazz Dance
- Musical Theatre
- Cultural Dance
- The elements of dance
- Dance Production
- History of Dance
- Dance and Technology



Previous students have noted the following, after they had completed the course:

- A significant improvement in self confidence
- Dance was a good change from the routine of other less practical subjects
- They were fitter and more flexible
- They could Dance



Students work individually and in groups to develop performance material. Performances are used in production such as the Dance Showcase Musicals in the Spotlight Festival and other school events.

Students that choose dance as an elective are also given the opportunity to audition for a place in the dance ensemble.

Assessment is by way of practical and theoretical exams.



PDHPE

Physical Activity and Sports Studies (P.A.S.S)

This is a Content Endorsed Course developed by the NSW Education Standard Authority (NESA) which has evolved in response to the demand for elective courses based on interest stemming from the PDHPE syllabus.

This syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport. **The breakdown of practical and theoretical study is approximately**

- 40% Theory and 60% Practical based lessons.



Areas of Study	FOUNDATIONS OF PHYSICAL ACTIVITY	PHYSICAL ACTIVITY & SPORT IN SOCIETY	ENHANCING PARTICIPATION & PERFORMANCE
M O D U L E S	<ul style="list-style-type: none"> Body systems & energy for physical activity Physical activity for health Physical Fitness Fundamentals of motor skill development Nutrition & physical activity Participating with safety School-developed module 	<ul style="list-style-type: none"> Australia's sporting identity Lifestyle, leisure & recreation Physical activity & sport for specific groups Opportunities and pathways in physical activity Issues in physical activity & sport School-developed module 	<ul style="list-style-type: none"> Promoting active lifestyles Coaching & leading Enhancing performance-strategies & techniques Technology, participation & performance Event Management School-developed module

Who is Physical Activity and Sports Studies (PASS) designed for?

- Students who have an interest in understanding how the body functions, specifically with movement.
 - Students with an interest in Health, Nutrition, Sport History, Issues in Sport, Active Lifestyles, Technology in Sport, Event Management, Outdoor Recreation and Physical Activity.
 - Students interested in pursuing health, leisure or recreational career paths post schooling.
 - Students who enjoy the physical activity aspect of learning.
- Students who enjoy the content of this course may then decide to choose Senior PD/H/PE or Sport, Lifestyle and Recreation in Years 11 and 12. Whilst Physical Activity and Sports Studies is NOT a pre-requisite for these courses, common themes exist and interest in these areas will assist in the study of PDHPE at Senior level.



Costs Fee - \$10. Expenses may be incurred in completing this course. Cost will vary depending on the content selected. Activities that require students to travel off campus to venues or facilities will need to be paid for by parents/guardians in addition to the subject fee (examples include camps or day excursions).

Physical Activity and Sports Studies (P.A.S.S)

Soccer Development

Physical Activity and Sports Studies (focusing on the Sport of Soccer) promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others focusing on the sport of Soccer. The allocation of content for the course will be selected from the three content strands and modules listed below. Learning activities and related modules will all relate to the sport of Soccer. However, please note that this course involves much more than "just playing Soccer". The breakdown of practical and theoretical study is approximately - 40% Theory and 60% Practical based lessons. Again, this elective focuses on the sport of Soccer.



Areas of Study	FOUNDATIONS OF PHYSICAL ACTIVITY	PHYSICAL ACTIVITY & SPORT IN SOCIETY	PARTICIPATION & PERFORMANCE
M O D U L E S	<ul style="list-style-type: none"> • Body systems & energy for physical activity • Physical activity for health • Physical Fitness • Fundamentals of motor skill development • Nutrition & physical activity • Participating with safety • School-developed module 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure & recreation • Physical activity & sport for specific groups • Opportunities and pathways in physical activity • Issues in physical activity & sport • School-developed module 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching & leading • Enhancing performance-strategies & techniques • Technology, participation & performance • Event Management • School-developed module

Who is Physical Activity and Sports Studies – Soccer Development designed for?

- Any student who has a strong interest in Soccer.
- Students who have an interest in understanding how the body functions, specifically with movement.
- Students with an interest in Health, Nutrition, Sport History, Issues in Sport, Active Lifestyles, Technology in Sport, Event Management and Physical Activity relating to Soccer .
- Students interested in pursuing health, leisure or recreational career paths post schooling.
- Students who enjoy the physical activity aspect of Soccer.
- Students who enjoy the content of this course may then to decide to choose Senior PD/H/PE or Sport, Lifestyle and Recreation in Years 11 and 12. Whilst Physical Activity and Sports Studies – Soccer Development is NOT a pre-requisite for these courses, common themes exist and interest in these areas will assist in the study of PDHPE at Senior level.

Costs Fee - \$10

Expenses may be incurred in completing this course. Cost will vary depending on the content selected. Activities that require students to travel off campus to venues or facilities will need to be paid for by parents/guardians in addition to the subject fee (examples include camps or day excursions).

*Students who are wishing to select PASS – Soccer as an elective must see Ms Lacroix prior to nominating their interest on their Subject Selection Form. Without written permission from Ms Lacroix, you will not be able to select this subject.

SOCIAL SCIENCES

Commerce

Commerce is a subject which deals with people going about their daily lives in a highly competitive commercial world. It focuses on areas of practical living which affect us all, since we are all faced with business and commerce every day of our lives. Some of the topics studied in Commerce are consumer choice, promoting and selling, travel and tourism, political involvement, law in action and running a business.



Excursions involve visiting businesses and commercial areas and are an important part of the subject. Students have seen from the inside why businesses are so successful, for example, an excursion to Westfields at Bondi Junction to observe various businesses in action as well as, incursions run by the Commonwealth Bank.

Students undertaking Commerce participate in the Australian Stock Exchange's annual 'sharemarket challenge' in which students invest an imaginary \$50,000 in shares of companies such as Qantas, ANZ and Woolworths. Students are rewarded with cash prizes based on how much profit they generate and learn to successfully invest money.

ASX		BID		ASK	
STOCK	BO	OFFER	LAST	VOL	STOCK
FARM PRICE	0.100	0.140			
FARM PRICE	0.026	0.030			
FEATINT	0.120	0.130			
FERRIFEST	0.024	0.033			
FERRUM	0.052	0.057			
FIDUCIAL	0.800	0.810			
FEAX	0.110	0.125			
FINDAR	1.075	1.080			
FINDERS	0.200	0.220			
FIRESTONE	0.008	0.009			
FIRSTCOLD	0.014	0.015			
FSSION ENR	0.020	0.035			
FITZGERY					

Commerce links with Legal Studies, Economics, Business Studies, Retail Services and Business Services in Years 11 and 12. Students who are interested in careers in the law, politics, government, business and retail would benefit from studying Commerce.

Assessment

Student learning is assessed through the completion of assignments, presentations, posters, quizzes and tests. Students also participate in class discussions, practical activities and online learning.



Work Education



The Work Education course is aimed at students who want to find out about the world of work and develop practical skills to assist them in finding employment. Students will learn about training and employment opportunities, how industry is organised and how work is changing. Students learn about their workplace rights and responsibilities, workplace safety, technology, budgets and contracts.

This course is especially suited to those students who are interested in learning in a very practical setting 'on the job' but also 'off the job', learning about work in general and individual jobs in particular.

Students who want to gain an apprenticeship or traineeship when they leave school will find this course of great benefit. Former students have gone on to complete apprenticeships and traineeships in construction, information technology, business administration and hospitality.



Work Education is a course which is most suited to students looking towards a vocational pattern of study in Year 11 and 12. It also suits those students who intend to study a vocational education course in Year 11 and 12 or at TAFE, such as Retail Services, Business Services and Construction.



Work Education is a practical and 'hands-on' subject which teaches students to write job applications, conduct interviews and prepare for the world of work. It is an important subject for all students who plan to enter the workplace in the near future.



Assessment

Student learning is assessed through the completion of assignments, presentations, posters, quizzes and tests. Students also participate in class discussions, practical activities and online learning.

VISUAL ARTS

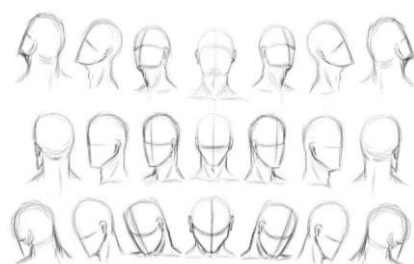
Visual Arts

The Visual Arts elective provides opportunities for students to pursue their interest and enjoyment in the making and studying of art. Students will develop knowledge, understanding and skills to make artworks in different media such as drawing, painting, sculpting, designing, photography, ceramics, printmaking, mixed media, computer graphics and filming.



Visual Arts builds an understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds through the critical and historical interpretation of art.

Excursions involve students visiting art galleries and different art sites. These excursions are a valuable experience and are an important part of the Visual Arts course.



Assessment

Visual Arts students' progress is assessed by using tasks such as practical work, Visual Arts Process Diary, assignments and class tests.

60% Practical and 40% Theory

Course Fee

\$55 annual fee, this covers all the basic materials required for this course.



Photography

Photography provides opportunities for students to pursue their interest and enjoyment in the making and studying of photographic works. Students will develop knowledge, understanding and skills to make black and white photographs using traditional darkroom techniques and methods as well as creating coloured photographs using contemporary digital photographic skills and techniques in photoshop.

Photography builds an understanding of the role of photography, in contemporary and historical cultures and visual worlds through the critical and historical interpretation of photography.

Excursions involve students visiting art galleries and different art sites. These excursions are a valuable experience and are an important part of the Photography course.

Assessment

Photography students' progress is assessed by using tasks such as practical work, Photography journal, assignments and class tests.

60% Practical and 40% Theory

Course Fee

\$85 annual fee, this covers all the basic materials required for this course.



Visual Design

Visual Design provides opportunities for students to pursue their interest and enjoyment in the making and studying of design artworks. Students will develop knowledge, understanding and skills to create their own Visual Design artworks including advertising and communication, packaging, illustration and cartooning, graphics, interior and exterior design, theatrical props and stage set ups, fashion and wearable, jewellery and accessories, ceramic ware, industrial and furniture design, interactive visual design works and much more. Students will create their own design briefs, presentations and portfolios for clients.



Visual Design builds an understanding of the role of the designer, in contemporary and historical cultures and visual worlds through the critical and historical interpretation of designers and their works.



Excursions involve students visiting art galleries and different art sites. These excursions are a valuable experience and are an important part of the Visual Design course.



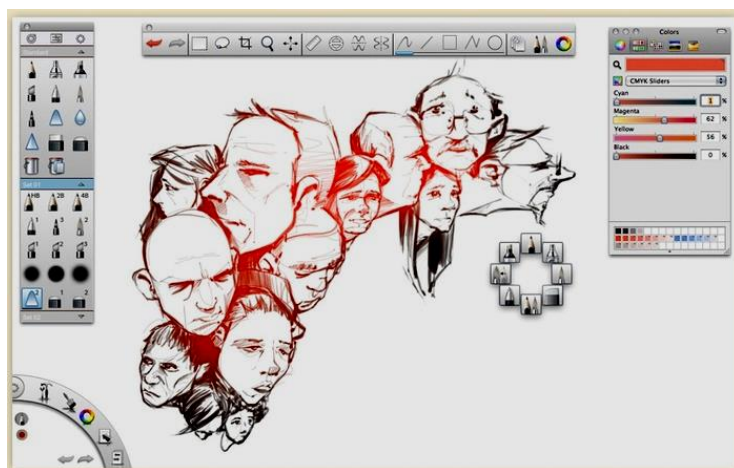
Assessment

Visual Design students' progress is assessed by using tasks such as practical work, Visual Design journal, assignments and class tests.

60% Practical and 40% Theory

Course Fee

\$50 annual fee, this covers all the basic materials required for this course.



2022-2023

Fees Schedule

SUBJECT FEES

Year 9, 2022 - Year 10, 2023

COMPULSORY SUBJECTS (No Fees)	
English	PDHPE
Mathematics	Geography
Science	History

ELECTIVE SUBJECTS	KLA	YEAR 9 2022 FEES	YEAR 10 2023 FEES
Child Studies	HOME ECONOMICS	\$25	\$30
Commerce	SOCIAL SCIENCES	\$0	\$0
Dance	PERFORMING ARTS	\$30	\$30
Drama	PERFORMING ARTS	\$30	\$30
Food Technology	HOME ECONOMICS	\$80	\$80
French/Spanish <i>(Fee goes directly to Language Perfect subscription)</i>	LANGUAGES	\$35	\$35
Graphics Technology	INDUSTRIAL ARTS	\$12	\$12
History Elective	HISTORY	\$0	\$0
Industrial Technology - Automotive	INDUSTRIAL ARTS	\$40	\$40
Industrial Technology - Electronics	INDUSTRIAL ARTS	\$45	\$45
Industrial Technology - Engineering	INDUSTRIAL ARTS	\$40	\$40
Industrial Technology - Metal	INDUSTRIAL ARTS	\$40	\$40
Industrial Technology - Timber	INDUSTRIAL ARTS	\$45	\$45
Information & Software Technology	ICT	\$30	\$30
Music	PERFORMING ARTS	\$30	\$30
P.A.S.S.	PDHPE	\$10	\$10
P.A.S.S. - Soccer	PDHPE	\$10	\$10
Photography	VISUAL ARTS	\$85	\$85
Textiles Technology	HOME ECONOMICS	\$20	\$20
Visual Arts	VISUAL ARTS	\$55	\$55
Visual Design	VISUAL ARTS	\$50	\$50
Work Education	SOCIAL SCIENCES	\$0	\$0

NOTES
