



Years 9 and 10 (Stage 5) SUBJECT HANDBOOK

2021



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INTRODUCTION

WHAT IS VERTICAL ELECTIVE ORGANISATION?

A vertical structure allows classes to be made up on the basis of students' abilities and interests, rather than just on their age or the year that they are in.

The vertical elective structure has a number of advantages, including:

- Students will be able to choose more elective courses, if they wish over the two years rather than only being able to choose subjects at the start of Year 9 and stay with them until the end of Year 10.
- Students will have access to a wider variety of choices.
- Students can “taste” a course rather than be “locked in” for 2 years.
- Students can take a course just for interest, not as part of a larger study.
- Students have more power to “design” their pattern of study, to change direction if a course does not meet their needs.
- Students will usually be doing a course because they want to, leading to more successful learning.

We will be able to offer the widest possible choice of electives at The Hills Sports High School.

Not all courses offered will run. It will depend on the number of students selecting each course and the staff available.

COURSE FEES

Some courses will require a fee to be charged to cover the cost of materials which are used in lessons and which are usually consumed by the student (as in the case of food) or taken home as a finished job (as in the case of timber, textiles and visual arts etc). If a problem with paying these fees arises, then you should contact the Principal. **Check the cost of courses you and your child select for the planned pattern of study. You will be invoiced for these fees.**

Years 9 and 10 Curriculum

Courses of 100 hours or 200 hours duration (i.e. 1 or 2 years) will be studied in Years 9 and 10.

All students must fulfill certain requirements set down by the NSW Education Standards Authority (NESA). These requirements are summarised below:

- All students, between Year 7 and Year 10 must study English, Mathematics, Science, PD/H/PE, History and Geography and do Sport for at least 4 years. At The Hills Sports High these subjects are in the “core” areas and will be studied in each year.
- Students must study minimum requirements for Language other Than English, Technology, and Creative Arts including Visual Arts and Music. At The Hills Sports High School these requirements are met in Years 7 and 8. Students can choose to do additional studies in these subjects as part of the elective structure in Year 9 and 10.

During Years 9 and 10, students must study at least one elective course for 200 hours (2 years), and 2 other elective courses for 100 hours (i.e. 1 year), or two 200 hundred hour courses. At The Hills Sports High School students will be able to study much more than this. In fact, they can study up to 5 elective courses over the 2 years.

TSP STUDENTS

- Talented Sports Program (TSP) students must select Physical Activity & Sports Studies - TSP – Human Movement and Performance I course in Year 9 and Human Movement and Performance II in Year 10 for a total of 200 hours as part of their elective pattern.
- One of the TSP training times will occur during the practical component of this course.

INDUSTRIAL TECHNOLOGY

Students may be accredited for up to 2 courses based on the Years 7–10 Industrial Technology Syllabus.

Each course may comprise:

1 focus area studied for 100 hours (core modules only) **OR**

1 focus area studied for 200 hours (core modules plus 2 specialised modules).

Course combinations in the study of Industrial Technology Years 7–10 may include either:

- 1 x 100-hour course or
- 1 x 200-hour course or
- 2 x 100-hour courses or
- 2 x 200-hour courses or
- 1 x 100-hour course and 1 x 200-hour course.

Each course must be based on the study of one focus area only. Where a student undertakes two courses in Industrial Technology, they must be from different focus areas, such as Metal or Timber.

PATTERN OF STUDY

Students at The Hills Sports High in Years 9 and 10 will be able to establish their own pattern of study for their elective courses, based on their own interests and abilities, within the requirements of NESAs.

SAMPLE PATTERNS OF STUDY (Subjects shown here are examples only. These examples are only some of the many different variations that students can choose.)

EXAMPLE 1

		LINE A		LINE B		LINE C
Year 9		Music		Visual Arts		Chinese
Year 10		Commerce Law		Industrial Technology - Timber		Chinese

200 hrs = Chinese
 100 hrs = Visual Arts
 = Industrial Technology - Timber
 = Music
 = Commerce

EXAMPLE 2

		LINE A		LINE B		LINE C
Year 9		Physical Activity		Drama		Child Studies
Year 10		Physical Activity		Drama		iSTEM

200 hrs = Physical Activity
 = Drama
 100 hrs = Child Studies
 = iSTEM

EXAMPLE 3

		LINE A		LINE B		LINE C
Year 9		History Course A		Textiles		Visual Design - Ceramics
Year 10		Geography Elective		Textiles		Food Technology

200 hrs = Textiles
 100 hrs = History Course A
 = Geography
 = Visual Design
 = Food Technology

EXAMPLE 4

		LINE A		LINE B		LINE C
Year 9		History Elective		Commerce - Law		Visual Art
Year 10		History Elective		Commerce- Business		Visual Art

200 hrs = History
 = Commerce (Law + Business)
 = Visual Art

CORE COMPULSORY SUBJECTS

Students in Years 9 and 10 will study the following CORE COMPULSORY SUBJECTS

These DO NOT form part of your elective subject choices.

ENGLISH
MATHEMATICS
SCIENCE
HUMAN SOCIETY AND ITS ENVIRONMENT
(HSIE - History / Geography)
PD / HEALTH / PE

LIFE SKILLS COURSES

Students in the Special Education Unit undertake the Board of Studies' developed Life Skills courses for Stage 5 (Years 9 and 10).

Mandatory courses for these students are:

English Life Skills
Mathematics Life Skills
Science Life Skills
PDHPE Life Skills
HSIE – History and Geography Life Skills

At least one Elective:

Work Education 200hrs

TALENTED SPORT PROGRAM STUDENTS (TSP)

These students will need to select the **Physical Activity & Sports Studies -Human Movement and Performance elective**. One of your training session times will be during the practical component of this course. Other electives can be selected according to your interests.

CREATIVE AND PERFORMING ARTS COURSES

COURSE MAP - MUSIC		
K.L.A.	CREATIVE ARTS	
	100 Hour Course (Yr 9 or 10) Music 1	200 Hour Course (Yr10 after completing 100 hr course) Music 2
COURSE RULES	<p>Music may be studied as a 100 hr or 200 hr course. In order to fully benefit from this course, you will need to have <u>some skills & knowledge in playing a musical instrument and reading music.</u></p> <p>Content In ALL course components, students will study the CONCEPTS of music through the learning experiences of PERFORMING, COMPOSING and LISTENING within the context of a range of styles, periods & genres.</p> <p>Assessment: Students will be assessed in performance, composing and listening, in a variety of tasks including exams and presentations. Performance will be both individual and as part of a group and may occur in front of an audience.</p> <p>Course fees: Course fees are a necessary requirement to cover the cost of materials (eg guitar strings, drum skins/sticks, picks, beaters, sheet music, batteries etc). \$30 per year (100 hours)</p>	

100 Hour Course - You may study the following components:

Australian Music

Will include the study of traditional Australian music, analysing, classifying and performing traditional music. The study of the development of Art music in the 20th century, including the ability to: analyse, score, read and orchestrate works written in the last 25 years. You will need to develop a portfolio of compositional ideas to create a “piece” representative of Australia. Research the development of Rock Music in Australia over the last 5 decades and perform music from each decade. Profile an Australian Artist / group in depth. Work through a Rock Musician course.

Music of a Culture & Christian Music

Study the broad characteristics of non-western music, listening to and analysing music from a variety of cultures. Integrate performance, composition, musicology and aural skills. Select a culture and study its music in depth. Study the history of music in the bible and church. Compose a tune (modal) to a verse from Psalms. Study, compare and compose gospel songs. Profile contemporary Christian music especially Australian artists. Perform choruses as a class and individually.

Concepts of Music

Students will perform and experience with “pieces” focusing on particular concepts of music. Composition of a piece of “work” in various structures for different performing media, adding dynamics. Listening to various styles and genres, analysing them for specific concepts.

Forms of Notation

Perform music reading from different forms of notations from different eras. Experiment with different types of notational systems including neumes, western notation, tab to graphic. Students will learn to listen to a variety of music whilst following along with the score.

200 Hour Course

All that Jazz to the Classics

Study the origins of Jazz-African tribal music. Research and analyse a style of jazz. Viva Voce presentation with performance and composition. Score and read famous classical works. Research the development of the orchestra. Study one instrument and its repertoire, perform some music studied.

Film Music with Themes and Variations

Study the characteristics of, read scores from and perform famous film music. Focus on Australian film music – “The Man from Snowy River”. Learn to compose a theme, vary it and perform a “piece” in at least three different styles.

Music for Theatre

Perform songs from selected musicals. Recognise the use of musical concepts in a range of repertoire and styles characteristic of theatre music. Improvise and compose incidental music both individually and in groups that are characteristic of the theatre topic. Identify, compare and discriminate between ways in which musical concepts have been used and manipulated in a broad range of repertoire. Analyse and compare theatre music.

Pop Music

Perform a piece of music that represents “Popular” music, working with a group or individually. Study the use of musical concepts through the different musical styles in popular music. Notate your own composition in the stylistic form of Reggae in popular music.

COURSE MAP – VISUAL ARTS

K.L.A.	CREATIVE ARTS	
	100 hr Course (Yr 9 or 10) Visual Art 1	200 Hour Course (Yr 10 only after completing 100 hr course) Visual Art 2
COURSE RULES	<p>Visual Arts may be studied as a 100 hour or 200 hour Course.</p> <p>Visual Arts contains both practical and theory components. Content for ALL Visual Arts Courses are organised into three areas as they connect with artmaking and critical and historical study of art. These areas are;</p> <ul style="list-style-type: none"> • Conceptual framework • Practices • The frames <p>The Visual Art course will incorporate the mandatory course requirements of drawing and engagement with Information and Communication Technologies (ITC) and literacy.</p> <p>Assessment You will be required to submit for assessment: Visual Arts Process Diary (VAPD); theory assessment tasks and a completed Body Of Work (BOW) for each topic within the course.</p> <p>Course Fees The Visual Art course has a fee that covers the cost of practical materials. In addition to the specified course fee for materials, all Art students are required to provide a Visual Arts Process Diary (VAPD) sketchbook or similar. Drawing pencils, coloured pencils and other basic stationary needs are also essential. \$60 per year (100 hours)</p>	
<p>100 Hour Course / 200 Hour Course You will study the following core components:</p> <p><u>Practice</u> Practice describes the artist’s work. Practice is about what artists know and do, how they know it, where they do art and why they do art.</p> <p><u>Conceptual Framework</u> The conceptual framework has four agencies: artist, artwork, world and audience. To write about or create in the visual arts you need to have an understanding of the agencies and the function each has in relation to the others.</p> <p><u>Frames</u> The frames – subjective, cultural, structural and postmodern – give meaning and are the instruments for generating different understandings of the function of and relationships between the artist – artwork – world – audience.</p> <p><u>Methods and Materials</u> You will explore a range of materials including: paint, clay, pencil, collage and digital using a variety of techniques. This could be in the form of sculpture, painting, drawing, photography and printing, incorporating both 2 dimensional and 3 dimensional artworks.</p> <p>You will learn about a range of methods, styles and techniques by different artists from different movements and periods throughout time.</p> <p>The 200 hour course will extend on your knowledge, understanding and experiences gained in the 100 hr course within the same components;</p> <ul style="list-style-type: none"> • Practice • Conceptual Framework • Frames 		

COURSE MAP – CERAMICS (VISUAL DESIGN)		
K.L.A.	CREATIVE ARTS	
	100 hr Course (Yr 9 or 10) Ceramics 1	200 Hour Course (Yr 10 only after completing 100 hr course) Ceramics 2
COURSE RULES	<p>Visual Arts - Ceramics may be studied as a 100 hour or 200 hour Elective. Ceramics is the art and technology of forming, firing and glazing clay to make products that can be both functional and non-functional. Ceramics contains both practical and theory components. This ancient art form has many applications still relevant in contemporary society. This course offers students the opportunity to develop extensive artmaking skills with clay, an adaptable, versatile and inspirational medium. A variety of hand-building techniques and finishes are explored as students create different ceramic objects and artworks each term. As with all creative art courses, Ceramics is organised around three core components these are – practice, conceptual framework and the frames. The mandatory requirements drawing, literacy and information and communication technologies (ICT) will also be incorporated.</p> <p>Assessment For each unit of work, students are required to submit a Visual Art Process Diary (VAPD) and associated ceramic artwork. In addition, a minimum of two theory assessment tasks are required.</p> <p>Course Fees The fee for ceramics covers the cost of practical materials including glazes and tools. Students are required to provide a Process Diary (VAPD) \$60 per year (100 hours)</p>	
<p>100 Hour Course / 200 Hour Course You will study the following components:</p> <p><u>Practice</u> Practice describes the ceramic artists work. Practice is about what ceramic artists know and do, how they know it, where they do their work and why they do it.</p> <p><u>Conceptual Framework</u> The conceptual framework has four agencies: artist, artwork, world and audience. To write about or create in the visual arts (Ceramics) you need to have an understanding of the agencies and the function each has in relation to the others.</p> <p><u>Frames</u> The frames – subjective, cultural, structural and postmodern – give meaning and are the instruments for generating different understandings of the function of and relationships between the artist – artwork – world – audience.</p> <p><u>Methods and Materials</u> You will explore a variety of clay techniques and materials as part of this course. Including;</p> <ul style="list-style-type: none"> • Hand-building construction techniques of; coiling, slab building, pinching, low relief and slump moulding. • Industrial construction methods such as wheel throwing and slip casting. • A variety of decorative skills and applications such as glazes, under glazes, slip, oxide and burnishing. • You learn about the methods, styles and characteristics of various culturally specific ceramic traditions such as the Inca, Aztec, Ancient Greek and European. • You explore the ceramic work of specific artists from different periods through history. <p>You will create a variety of ceramic forms that include; fantasy teapots, sculptural portraits, vessels and vases, jewellery, mythical creatures, candle sticks, platters and many more.....</p> <p>The 200 hour course will extend on your skills, knowledge, understanding gained in the 100 hr course within the same key components;</p> <ul style="list-style-type: none"> • Practices • Conceptual Framework • The Frames 		

COURSE MAP – VISUAL DESIGN

K.L.A.	CREATIVE ARTS		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	Visual Design 1		Visual Design 1

COURSE RULES

Visual Design may be studied as a 100 hour or 200 hour Course.
 Visual Design contains both practical and theory components.
 As with all Creative Arts courses, Visual Design is organised around three core components. These are – Practice, Conceptual Framework and the Frames. The mandatory requirements of drawing, literacy and Information and Communication Technologies (ICT) will also be incorporated.
 Visual Design is the most vocationally focused of the Creative Arts Electives. This course directly explores the fundamentals of design as they relate to a variety of industry positions such as interior design, graphic design, advertising, architecture, fashion design, computer graphics, object design and many more.
 Students will use a variety of materials and techniques to make designed objects from the prescribed areas of print, object and space and time.
 These projects can include everything from posters, fabric design, shoes, costumes and props, house facades, jewellery, clothing, ad campaigns, web sites, magazine covers, comic strips, children’s toys, furniture, CD covers and 3D printed objects.

Assessment
 For each unit of work, students are required to submit a Visual Art Process Diary (VAPD) and associated design piece from a range of fields. In addition, a minimum of two theory assessment tasks are required.

Course Fees
 The fee for Visual Design covers the cost of essential practical materials. Students are to provide a VAPD and basic stationery in addition to this fee.
 \$50 per year (100 hours)

100 Hour Course / 200 Hour Course

You will study the content areas of

Practice/ Conceptual Framework/ Frames: through making works from the following modules:

- multimedia as a form of visual design
- individual and group identity
- the visual image in advertising
- the conventions and application of illustration/cartooning
- typographic forms
- visual semiotics, eg. text, font, lettering
- the application of visual images in print, posters, post cards
- student-initiated forms of print design
- jewellery, wearables
- iconic symbols
- habitat design
- fabric
- theatrical applications of visual design
- student-initiated forms of object design
- the conventions of video/animation
- 3D printing

Methods and Materials

You will explore a wide range of materials and design techniques in a variety of ways. This may be in the form of product design, real object creation and virtual designs, incorporating both 2 dimensional and 3 dimensional designed artworks. You will learn about a range of methods, styles and techniques utilised by different design artists from different movements and periods throughout time.
 The 200 hour course will extend on your knowledge, understanding and experiences gained in the 100 hour course within the same core components; ‘Practices’, ‘Conceptual Framework’ and ‘Frames’

COURSE MAP – PHOTOGRAPHIC and DIGITAL MEDIA

K.L.A.	CREATIVE ARTS				
	100 hr Course (Yr 9 or 10) Photography 1		200 Hour Course (Yr 10 only after completing 100 hr course) Photography 2		
COURSE RULES	<p>Photographic and Digital Media may be studied as a 100 hour or 200 hour Course. The course contains both practical and theory components. As with all Creative Arts courses, Photographic and Digital Media is organised around three core components as it connects with making and critical and historical study. These areas are – Practice, Conceptual Framework and The Frames. Photographic and Digital Media will explore a range of teacher selected fields from Still Digital and Moving images (digital video). Not all fields will be studied. The course will incorporate engagement with Information and Communication Technologies (ICT) and literacy.</p> <p>Assessment You will be required to submit for assessment: Photographic and Digital Media Process Diary; theory assessment tasks and completed practical submissions within the specific content fields selected.</p> <p>Course Fees The fee for Photographic and Digital Media covers the cost of essential practical materials. Students are to provide a Process Diary and may be required to provide a USB storage device – a minimum of 4 megabytes.</p> <p>\$60 per year (100 hours)</p>				
<p>100 Hour Course / 200 Hour Course You will study and make a range of works from the following components:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Manipulated images including collage, montage and image transfers • Photo statics including photocopies, transparencies and transfers • Computer-generated images and games • Holographic and virtual realities </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Performance works • Audio works • Video, film and animation • Web design, internet art </td> </tr> </table>				<ul style="list-style-type: none"> • Manipulated images including collage, montage and image transfers • Photo statics including photocopies, transparencies and transfers • Computer-generated images and games • Holographic and virtual realities 	<ul style="list-style-type: none"> • Performance works • Audio works • Video, film and animation • Web design, internet art
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<p>Through the content area of:</p> <p>Practice Practice describes the artist’s work. Practice is about what artists know and do, how they know it, where they do art and why they do art.</p> <p>Conceptual Framework The conceptual framework has four agencies: artist, artwork, world and audience. To write about or create in the visual arts you need to have an understanding of the agencies and the function each has in relation to the others.</p> <p>Frames The frames – subjective, cultural, structural and postmodern – give meaning and are the instruments for generating different understandings of the function of and relationships between the artist – artwork – world – audience.</p> <p>Methods and Materials You will learn about a range of methods, styles and techniques by different Photographic and Digital Artists from different movements and periods throughout time.</p> <p>The 200hour course will extend on your knowledge, understanding and experiences gained in the 100hour course within the same components: Practice, Conceptual Framework, Frames as well as Methods and Materials.</p>					

COURSE MAP - DRAMA

K.L.A.	ENGLISH		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	MIME & MELODRAMA AND VOICE & MOVEMENT		PLAYBUILDING FOCUS AND TENSION AND CREATING DRAMATIC ENVIRONMENTS

COURSE RULES

Students will experimentally develop:

1. Knowledge, understanding and skills, individually and collaboratively, through **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
2. Knowledge, understanding and skills, individually and collaboratively, through **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
3. Knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural and political aspects of the human experience.

Assessment

Performance work in class, journal work, written tests. Class participation will also be marked as good individual and group involvement is essential for the course to run smoothly.

Course Fees

There are no course fees for Drama

100 Hour Course

Mime & Melodrama: This unit introduces students to the art of mime and melodrama. Using the elements of drama along with physical attributes students will create believable performance pieces which challenge both the audience and performers' perspective of reality. Students will experiment with dramatic form, performance style, dramatic techniques and theatrical conventions and technologies. In collaboration with classmates they will develop and refine performance pieces which expressively communicate dramatic meaning. Through practical exercises, self-reflection and peer assessment students will discover how mime and melodrama is relevant to the everyday world.

Movement & Voice

In this unit, students will employ a range of voice and movement skills to create and refine improvised drama, prepare and perform a variety of voice and movement piece, apply voice and movement techniques to scripted dramas and evaluate the use of voice and movement in their own and others performances.

Students will also learn how to initiate and present a project in an area of interest developed during study.

200 Hour Course

Playbuilding, Focus and Tension

In this unit students will explore the nature of improvisation in a range of dramatic activities, apply the elements of drama to enhance improvised work, devise and perform their own plays using the elements of drama and reflect upon the processes and outcomes of playbuilding. Students will also experiment with a range of scripted and improvised roles using the elements of tension and focus to enhance improvised and scripted dramas and identify and analyse the use of focus and tension in performances.

Creating Dramatic Environments/Australian Drama

In this unit students will use a range of the elements drama with particular attention to time and place to perform both scripted and improvised dramas. Students study an Australian drama, "All Stops Out" and perform part of the play to an audience. Students will also develop an understanding of various roles involved in the dramatic process such as directing and set design.

HSIE COURSES

COURSE MAP - COMMERCE			
K.L.A.	HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)		
	100 Hour Courses - (Yr 9 or 10)		
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: top;"> Commerce Business -Consumer and Financial Decisions -The Economic and Business Environment -Investing -Promoting and Selling -Running a Business </td> <td style="width: 50%; text-align: center; vertical-align: top;"> Commerce Law -Law, Society and Political Involvement -Employment and Work Futures -Towards Independence -Law in Action -Travel </td> </tr> </table>	Commerce Business -Consumer and Financial Decisions -The Economic and Business Environment -Investing -Promoting and Selling -Running a Business	Commerce Law -Law, Society and Political Involvement -Employment and Work Futures -Towards Independence -Law in Action -Travel
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COURSE RULES	<p>The Commerce course has core and electives modules.</p> <p>Assessment will be comprised of a range of in-class topic tests, take-home assignments.</p> <p>Each of the two Commerce courses of 100 hours contains both core and elective modules. In order to complete 200 hours of Commerce, students must complete both 100 hour courses.</p> <p>Course Fees: There are no course fees for Commerce.</p>		
<p>100 Hour Courses</p> <p><u>Commerce Business:</u> This course teaches students how to be financially independent; how to invest your money once you start work; how to make it grow and how not to be cheated when buying a big item. Next we look at how to run a successful business in Australia and how events in the rest of the world affect profitability.</p> <p><u>Commerce Law:</u> This course helps students understand how the NSW and Australian legal systems affect their lives. Issues such as the way courts work and what a person’s legal rights are in Australia will be studied.</p> <p>Students will also learn about their rights at work and what kinds of jobs will be available in future decades. Writing resumes and dealing with interviews will help students to become financially and personally independent.</p> <p>Travel is a major industry in Australia and students will learn about the legal and financial aspects of the international and local travel industries.</p>			

COURSE MAP – ELECTIVE GEOGRAPHY		
K.L.A.	HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)	
	100 hr Courses (Yr 9 or 10)	
	THE CHANGING PLANET	
	DOWN UNDER	
	<p>The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.</p> <p>Knowledge and understanding: Students:</p> <ul style="list-style-type: none"> • develop knowledge and understanding of the features and characteristics of places and environments across a range of scales • develop knowledge and understanding of interactions between people, places and environments. • develop knowledge and understanding of contemporary geographical issues and their management. <p>Values and attitudes: Students will value and appreciate:</p> <ul style="list-style-type: none"> • Geography as a study of interactions between people, places and environments • the dynamic nature of the world • the varying perspectives of people on geographical issues • the importance of sustainability and intercultural understanding • the role of being informed, responsible and active citizens. <p>Students may undertake either 100 or 200 hours of study in Geography Elective in Stage 5.</p> <p>OPTION 1 (100 HOURS) The Changing Planet Hazards , Disasters , Oceans and our Neighbours (100 hours)</p> <ul style="list-style-type: none"> • Natural hazards, disasters and survival – study of volcanoes, earthquakes, floods, droughts, cyclones, tornadoes, bushfires, landslides and tsunamis • Oceanography – world's oceans, value of oceans , ownership and control, shipping, whaling, tourism, fishing and waste disposal • Australia's neighbours – characteristics of the Asia- Pacific Region, nature of the physical and human environments and a study of countries in the Asia- Pacific Region. <p>OPTION 2 (100 HOURS) Down Under Citizenship, tension and conflict, Endogenic / Exogenic forces.</p> <ul style="list-style-type: none"> • Global citizenship – nature of citizenship, global citizenship, global challenges and Australians as Global citizens • Political Geography- world politics, political conflict and tension and conflict resolution. • Physical Geography – plate tectonics, physical processes, weather and climate; biogeography and biophysical environment study. 	
COURSE RULES	<ul style="list-style-type: none"> • Students must cover three focus areas to satisfy the requirements for 100 hour course. Each of our Geography elective courses contain three of the focus areas required. • A student who wishes to study 200 hours of Geography will need to study and satisfy requirements for both 100 hour courses. <p>Assessment will be comprised of research assignments, in-class tests, homework, ICT projects, class work and semester exams.</p> <ul style="list-style-type: none"> • Students are expected to attend TWO excursions outside of school <p>Course Fees: There are no course fees for Geography.</p>	

COURSE MAP – ELECTIVE HISTORY

K.L.A.	HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)		
	Course A 100 hr Course (Yr 9 or 10)		Course B 100 hr Course (Yr 9 or 10)
	Archaeology and the Ancient World		The Medieval World from the Tudors to Renaissance
	Crime And Punishment through the Ages		Terrorism and Terrorists in the 20 th Century
	Disasters through Time		Myths and Legends
	The Study of Genocide		Heroes, Villains and Influential People
	Samurais and Feudal Japan		Film as History
COURSE RULES	<p>Content: Study the best bits of history in either a 100 hour or 200 hour Elective course. Students will study a range of interesting Historical topics throughout the year, with a focus on film as history, thematic studies and features of Ancient, Medieval and Modern Societies. This course is for students who love history and wants to learn more. Students must complete both course A and B to gain 200 hours of Elective History by the end of year 10. Either course A or B studied alone will gain 100 hours of Elective History.</p> <p>Assessment: Assessments will be comprised of research assignments, group work and semester examinations.</p> <p>Course fees: While there are no course fees for Elective History, students will be asked to participate in a number of external excursions to assist in their understanding.</p>		
<p>Students in Years 9 and 10 are able to experience history as an elective subject to expand their knowledge of history and acquire the historical skills, knowledge, understandings, values and attitudes essential to an appreciation of the past.</p>			

100 Hour Courses

You will study the following components in courses A and/or B:

Archaeology and the Ancient World (Course A)

Students will learn how the past is pieced together by archaeologists. Famous archaeologists such as Howard Carter who excavated Tutankhamen's tomb and famous sites such as Machu Pichu and Petra will be examined. We look at Hollywood perceptions from Indiana Jones and Lara Croft compared to the reality of modern archaeology, as well as studying Bog bodies, mummification and other preserved human remains.

Crime and Punishment through the Ages (Course A)

This course will deal with the crimes that have shocked the world, serial killers such as Jack the Ripper and the history of the Mafia. It will also look at the concept of punishment and methods for carrying it out including hanging, beheading, firing squad and lethal injection.

Disasters through Time (Course A)

Deals with natural and man-made disasters that changed history. We will learn about the giant explosion of the island of Thera in 1500BC, the sinking of the Titanic and the San Francisco earthquake of 1906. We look at man-made disasters that affected Easter Island and the Maya. Other catastrophic disasters such as the nuclear reactor at Chernobyl and the bombing of Hiroshima had a devastating impact on the world.

A Study of Genocide (Course A)

This unit examines the deliberate and systematic extermination of national, racial, political or cultural groups that have marred history. Studies of genocides throughout the world such as the Holocaust, Rwanda, Cambodia, Bosnia, Dafur, Iraq, Armenia and others will provide an in-depth look at these infamous atrocities. The role of Dictators such as Hitler, Pol Pot, Saddam Hussein will also be studied.

Samurais and Feudal Japan (Course A)

The feudal period of Japanese history was a time when powerful families (Daimyo) and the military power of warlords (Shogun), and their warriors, the samurai ruled Japan. During this time period, the Emperor appeared at ceremonies, celebrations and parades, but had less control over the people. Japan often tried to model themselves after China, but during Feudal times began to create their own unique identity.

The Medieval World from the Tudors to Renaissance (Course B)

Learn about the lives and intrigues of some of the most famous Kings and Queens as we move through the middle ages into the Renaissance, a cultural movement that profoundly influenced literature, philosophy, art, music, politics, science and religion throughout Europe. Covers personalities from Henry VIII to Michelangelo.

Terrorism and Terrorists in the 20th Century (Course B)

Where did terrorism begin and what events lead to infamous events such as 9/11 and the Bali Bombings? Other case studies in North Korea, the Middle East and Asia will be explored.

Myths and Legends (Course B)

Students will explore a range of myths and legends from ancient Egyptian, Roman and Greek gods to King Arthur, mythological creatures such as the Loch Ness monster or the Minotaur and creation myths from across the world.

Heroes, Villains and Influential People (Course B)

History is full of great names of people who changed the world, from Alexander the Great, Abraham Lincoln, Albert Einstein, Marco Polo and Mother Teresa. This topic will cover the actions of people that history will forever remember. Students also have the opportunity to explore characters in history that through their deeds and horrendous acts have left a mark on history, such as Ivan the Terrible, Lee Harvey Oswald and Genghis Khan.

Film as History (Course B)

This topic allows students to examine the accuracy and reliability of well known 'historical films' such as Braveheart, Joan of Arc, King Arthur / Merlin, Beowulf, The Kings Speech, Young Victoria, Invictus, Kingdom of Heaven, 12 Years a Slave, Gladiator and more.

LANGUAGE COURSE

COURSE MAP - CHINESE			
K.L.A.	LANGUAGES OTHER THAN ENGLISH		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	DAILY ROUTINES MY CLOTHES COUNTRIES AND NATIONALITIES DINING OUT		EXTENDED FAMILIES HOBBIES AND OCCUPATION SHOPPING AND BARGAINING ENTERTAINMENT
COURSE RULES	<p><u>Content</u> All Chinese courses offered develop knowledge, understanding and skills in the following:</p> <ul style="list-style-type: none"> • <u>Using Language</u> – develop listening, reading, speaking and writing skills necessary for effective interaction in Chinese. • <u>Making Linguistic Connections</u> – Students will make comparisons between Chinese and English, leading to an appreciation of the nature of language as a grammatical system. • <u>Moving Between Cultures</u> – Explore and develop knowledge of culture of Chinese speaking communities and understanding of relationship between language and culture. <p>This will involve participating in excursions to restaurants, markets. It will also involve watching Chinese movies and reading websites.</p> <p><u>Using ICT</u> – develops skills necessary to use Chinese word processing application and access Chinese native speaking websites for information</p> <p>Assessment: Students will be assessed on listening, speaking, reading and writing as well as linguistic and cultural understanding, through exams, oral tests, assignments and a cultural journal.</p> <p>There are no course fees for Chinese.</p>		

200 Hour Course

You may study the following components:

Extended Families

Discover family structure and the role of family members. What aspects of family life are common to Australia?

Hobbies and Occupation

In this topic you will acquire the skills to describe and explain your hobbies that you enjoy. Learn about different occupations between Australia and China. Learn to communicate what you plan to do in the near future in Chinese.

Shopping and Bargaining

In this topic you will get the opportunity to utilise your linguistic/speaking skills to shop and bargain for goods through an excursion to the shops or markets. Make selections, bargain for goods, ask for assistance and be rewarded with your purchase. Use speaking and writing skills as well as gestures to communicate.

Entertainment

Discover how the Chinese entertain themselves. Learn about the popular Chinese movies and rock music. View movies and rock music videos to learn about traditional and modern Chinese culture. Gain the skill to explain your entertainment preferences.

100 Hour Course

You may study the following components:

Daily Routines

In this topic you will get an insight of the daily life of Chinese students in China. Learn to exchange information with others by talking about their daily life and hobbies. Learn to compare the lifestyles between Chinese and Australian students.

My Clothes

Learn to describe clothing and express your own views and comment on clothing. Learn various ways to describe the colour, texture and materials in clothing. Learn the significance of colours in Chinese culture.

Countries and Nationalities

Where you from and what are is your nationality? Learn the appropriate ways to engage with people from around the world that speak Chinese. Learn to describe your family's background and nationality. Discover the current trend of learning Mandarin around the world.

Dining Out

What do people eat and drink in China? What are the eating etiquettes in a Chinese restaurants? Experience Chinese food and drinks through visiting a Chinese restaurant, ordering and sampling food. Use your speaking skills to converse and order in Chinese, use chopsticks. Learn to prepare and present a Chinese meal.

PDHPE COURSES

COURSE MAP - PHYSICAL ACTIVITY & SPORTS STUDIES			
K.L.A.	PD/HEALTH/PE		
	100 hr Courses (Yr 9 or 10) PASS 1		200 Hour Courses (Yr 10 only after completing 100 hour course) PASS 2
COURSE RULES	<p>Although all TSP students must select Physical Activity and Sports Studies, they can still select Strength and Conditioning as an additional elective subjective. Selecting Strength and Conditioning as an elective will enhance student's capacity to perform their chosen TSP program and compliment their athletic development.</p> <p>Non TSP students are encouraged to select this course if they are interested in sport science or coaching and it will enhance their knowledge about athletic development and improving performance.</p> <p>All course units will comprise both <u>theory</u> and <u>practical components</u>. For practical components, students will be required to participate in and perform a range of skills and movement activities. If students are unable to fulfil this requirement, they will require either parent/guardian or medical explanation.</p> <p><u>Course Fees:</u> Some fees will be required for excursions.</p>		
<p><u>100 and 200 Hour Courses Overview:</u></p> <ul style="list-style-type: none"> • Physical Activity and Sport Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group fitness activities, and the use of physical activity for therapy and remediation. • 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. • Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. • Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organization, enterprise, leadership and communication. Students with these skills, will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia. <p>NB: Students may select Physical Activity and Sport Studies as one elective and Strength and Conditioning as a second elective.</p>			

NB: Students may select Physical Activity and Sport Studies as one elective and Strength and Conditioning as a second elective.

COURSE MAP – Strength & Conditioning (Physical Activity & Sports Studies)			
KLA	PD/HEALTH/PE		
	100 hr Courses (Yr 9 or 10)		200 Hour Courses (Yr 10 only after completing 100 hour course)
	STRENGTH AND CONDITIONING FOR IMPROVED PERFORMANCE I		STRENGTH AND CONDITIONING FOR IMPROVED PERFORMANCE II
COURSE RULES	<p>All course units will comprise both <u>theory</u> and <u>practical components</u>. For practical components, students will be required to participate in and perform a range of skills and movement activities. If students are unable to fulfil this requirement, they will require either parent/guardian or medical explanation.</p> <p><u>Course Fees</u> Some costs may be incurred for the use of community facilities and excursions, lectures from guest speakers and to cover expendable items.</p>		

100 and 200 Hour Courses

Strength and Conditioning for Improved Performance:

This elective course will provide students with an in depth knowledge and understanding of all aspects associated with improving sporting performance. It will complement each student's athletic development and is designed to assist them in developing their personal sporting talents.

Units combine sport science theory and practical activities. Many lessons are held in the school's gym / fitness centre. The unit content will give a good insight into the knowledge required to work as a Personal Trainer, Coach, PDHPE Teacher, Sport Scientist or in many other health sciences fields.

In this course students will learn about:

- Basic Training Principles and energy systems analysis
- Resistance Training for Individual Needs
- Training for Power, Speed, Endurance, Flexibility and Skill improvement
- Sport Psychology for leadership and motivation
- Using technology to enhance sporting performance
- Basic principles of coaching
- Analysing and appraising performances and designing programs to achieve performance goals

TECHNOLOGICAL & APPLIED STUDIES COURSES

COURSE MAP – CHILD STUDIES			
K.L.A.	TECHNOLOGICAL & APPLIED STUDIES		
	100 hr Course (Yr 9 or 10) Students complete all 5 of the following modules: Module 1 – Preparing for parenthood Module 2 – Conception to birth Module 3 - Newborn care Module 4 - Stages of Growth & Development Module 5 – Family Interactions		200 Hour Course (Yr 10 only after completing 100 hr course) Students will complete 4 modules from the list below: Module 6 – Play & developing child Module 7 – Health & safety in childhood Module 8 – Food and nutrition in childhood Module 9 – Children with additional needs Module 10 – Childcare services Module 11 – Media and technology in childhood Module 12 – Indigenous Culture and childhood Module 13 – Working with children
COURSE FEE: \$20			
<p>Course Overview</p> <p>Our society acknowledges childhood as a unique and intense period for growth, development and learning. When members of society are provided with knowledge about child development they will then be able to support and encourage this development when interacting with children.</p> <p>The Child Studies course aims to achieve this by giving students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.</p> <p>There is a high level of practical application in this subject in the form of excursions to local childcare centres and other childcare facilities. Students have the opportunity to participate in hands on activities by preparing foods suitable for children and the creation of toys for different age groups.</p> <p>Students may also participate in a practical parenting experience through the use of the computerised infant simulator.</p>			

COURSE MAP – FOOD TECHNOLOGY

K.L.A.	TECHNOLOGICAL & APPLIED STUDIES		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	Food in Australia Food Selection and Health Food for Specific Needs		Food Product & Development Food Trends Food for Special Occasions Food Equity
COURSE RULES	Pencil Case - Pens, Pencils, Highlighters, Scissors, Glue stick & Ruler Equipment - White Apron, Tea Towel, Dishcloth, & Container Footwear - Black School Design Leather Shoes that cover the whole foot, No sports shoes will be accepted		
COURSE FEES: \$70.00 for practical food requirements - per 100hrs (each year)			
100 Hour Course			
<u>Unit One: Food in Australia</u>			
Students develop knowledge of bush tucker and the impact of migration on food habits. They investigate the development of food production and processing technologies. Students research the food habits of a chosen culture and determine its influence on contemporary Australian diets. Practical experiences: Students develop skills in designing, planning and preparing safe food items which reflect the changing nature of Australian cuisine. They modify a recipe to include a bush tucker ingredient.			
<u>Unit Two: Food Selection and Health</u>			
Students develop a knowledge of the functions and sources of the six nutrients. They investigate the nutritional requirements throughout the life cycle and investigate factors that influence food habits. Students research a condition associated with over-nutrition. Practical experiences: Students develop planning and preparing nutritious meals to meet the needs of specific groups throughout the life cycle. They also design, plan and prepare safe and nutritious food items to reflect current food guides.			
<u>Unit Three: Food for Specific Needs</u>			
Students develop knowledge of circumstances which lead to specific food needs and the nutritional requirements for each stage of the lifecycle. They discuss the impact of food allergies and intolerances. They also investigate the role of nutritionally modified foods and support networks. Practical experiences: Students develop skills in designing, producing and evaluating a food product.			

200 Hour Course : *As well as the 100 hr components that you have already completed, you will also study the following units:*

Unit One: Food Product Development

Students develop knowledge of food product develop and the role of marketing. They learn about packaging and legislative food-labelling requirements. Students investigate the role of additives and a range of emerging technologies in the food industry.

Practical experiences: Students develop skills in designing, producing and evaluating a food product.

Unit Two: Food Trends

Students develop knowledge of current trends in food, issues surrounding sustainability and emerging technologies in the food industry. They assess the role of media in promoting food styling and photography.

Practical experiences: Students develop skills in designing, planning, preparing and presenting appealing contemporary foods that reflect current food trends. They style food for photography using electronic media.

Unit Three: Food for Special Occasions

Students develop knowledge of the role and significance of food. They investigate reasons for celebrating and special occasions celebrated by various groups.

Practical experiences: students develop skills in food-handling and presentation as they plan and prepare food items and menus for special occasions.

Unit Four: Food Equity

Students develop knowledge of the circumstances that relate to food inequities. They examine food production and distribution on a global scale and identify the physical and social costs of malnutrition.

Practical experiences: students develop skills in planning and preparing a variety of meals to meet the nutritional needs of specific at-risk groups.

COURSE MAP – GRAPHICS TECHNOLOGY

K.L.A.	TECHNOLOGICAL & APPLIED STUDIES
COURSE REQUIREMENTS	<p>Students MUST each have the following items:</p> <ul style="list-style-type: none"> ◆ A set of pencils and pencil case ◆ Ruler and protractor set ◆ Calculator (preferred)
COURSE OUTLINE	<p>In an age of globalized industry and rapid technological development, where computer-aided design (CAD), computer-aided manufacturing (CAM), interactive graphic design (IGD) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant.</p> <p>In this course, students are taken on a graphical designing journey. They will learn how to:</p> <ul style="list-style-type: none"> • Create drafts using the Australian Architectural standards • Develop models and prototypes, simulating the role of an architect in the modern world. • Utilise virtual reality experiences to step into the minds of the greatest designers in history and travel around the world experiencing some of the most impressive architectural and graphical achievements in human history, all from inside the classroom. <p>They will then be introduced to state of the art industry standard technologies such as:</p> <ul style="list-style-type: none"> • 3D printers • Computer aided designing software • Laser cutters and • Vinyl cutters <p>All to produce a range of inspiring projects that will require them to challenge their designing abilities and produce products unique to each individual student and personality. If you love designing, drawing, prototyping, using technology or being creative on a computer. You will enjoy the challenges provided in Graphical Technology !</p>
Course Fee	\$50 per 100 hours (each year)

COURSE MAP – INDUSTRIAL TECHNOLOGY - METAL

K.L.A.	TECHNOLOGICAL & APPLIED STUDIES		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	METAL 1 BBQ Plate / Toolbox		METAL FABRICATION 2 AND 3
COURSE RULES	<p>Students will be expected to always have the appropriate safety equipment for the room i.e.</p> <ul style="list-style-type: none"> apron which must be worn in the workshop at all times fully enclosed black laced up, hard leather school design shoes long hair must be tied back. safety glasses are required. We recommend that students purchase their own glasses. <p>Assessment is made up of practical, assignment and class work.</p> <p>Students will be required to access resources and assignments from a ‘Cloud’ based site (Microsoft Teams). All work must be submitted online.</p>		
COURSE FEE	\$70 per 100 hours (each year)		

The metal area provides opportunities for students who want to develop knowledge and skills working with metals. Students will learn to produce a variety of projects involving sheet metals, bars and tubes and understand the role of fitting & machining in the metal industry. Joining of metals involving: soldering, riveting, brazing, welding and other fasteners is an important part of this course.

A completed project and a digital folio is required for each project.

The subject is suited to a student who:

- is self-motivated and has a strong work ethic with a responsible attitude towards safety and risk management
- enjoys practical work, the assessment is based on practical projects
- has a creative mind to develop a folio that supports the practical work completed
- is able to work independently and as a member of a team.

This subject relates to the following courses offered in Years 11 and 12

- Engineering Studies
- Apprenticeships and Traineeships related to this field.

COURSE MAP – INDUSTRIAL TECHNOLOGY - TIMBER

K.L.A.	TECHNOLOGICAL & APPLIED STUDIES		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	TIMBER 1		TIMBER 2
COURSE REQUIREMENTS	<p>Students will be expected to always have the appropriate safety equipment for the room i.e.</p> <ul style="list-style-type: none"> ◆ apron which must be worn in the workshop at all times. ◆ fully enclosed black lace-up hard leather school design shoes. ◆ long hair <u>must</u> be tied back. ◆ Safety glasses are required <p>Students not fulfilling these requirements will not be able to participate in the practical classes as required to complete the course.</p> <p>Assessment is made up of practical, assignment and class work.</p>		
COURSE FEES	\$70 per 100 hours (each year)		

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Timber 1:

Students will make two projects, which will introduce the students to a wide range of tools, machines and processes that they have not seen before.

During the course students will study WHS and risk management, forest to furniture and how the raw material is processed and also gain valuable links to industry and career prospects.

Currently Project 1 is a timber toolbox and Project 2 is a timber beach chair.

Timber 2:

Students continue to develop their knowledge and build skills from the previous year on a self-paced project across the course. In this module the students will look at various aspects of manufacturing furniture. They will examine the tools and machines used in its production. The students will also examine a range of finishing techniques.

Students will complete a Cabinet of their own, in this cabinet students have to make a traditional drawer, inlay with the laser cutter hang hinged doors and fit other cabinet hardware.

Please refer to school website for more information using the following path:

‘Learning at our school ⇨ Technology and Applied Studies ⇨ Industrial Technology’

COURSE MAP – iSTEM		
K.L.A.	TECHNOLOGICAL & APPLIED STUDIES	
	100 hr Course (Yr 9 or 10)	200 hr Course (Yr 10 only after completing 100 hr course)
	Core Module 1 STEM Fundamentals 1 Core Module 2 STEM Fundamentals 2 Core Module 3 Mechatronics 1 Core Module 4 Mechatronics 2 Elective Module – 3D CAD/CAM Elective Module – STEM Project Based Learning Task Minor	Elective Module – 3D CAD/CAM 2 Elective Module – Aerodynamics Elective Module – Motion Elective Module – STEM Project Based Learning Task Major
COURSE OUTLINE	<p>Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mechanics.</p> <p>Students enrolled in the course will learn how to utilise problem-solving skills to solve a range of contemporary issues relevant to today’s modern technological world. They will engage in:</p> <ul style="list-style-type: none"> • Engineering principles • CAD and CAM software (computer aided design, laser cutting, vinyl cutting) • 3D printing and • Mechanical concepts. <p>All whilst utilising state of art technology such as:</p> <ul style="list-style-type: none"> • Drones • Robotics and • Virtual reality, as they attempt to complete a range of project-based learning challenges <p>Students selecting the iSTEM course to need to have outstanding aptitude in Technology, Mathematics, Science and Problem Solving. They are also required to have excellent communication skills, initiative and collaboration abilities.</p> <p>If you enjoy solving problems by yourself, utilising advanced technology and being in charge of your learning, you will enjoy the challenges provided by the iSTEM course.</p>	
COURSE FEE	\$50 per 100 hours (each year)	

COURSE MAP – TEXTILES TECHNOLOGY

K.L.A.	TECHNOLOGICAL & APPLIED STUDIES		
	100 hr Course (Yr 9 or 10)		200 Hour Course (Yr 10 only after completing 100 hr course)
	“Sweet Dreams” Apparel design (Pyjamas) “From the Hood” Apparel design (Hoodies) “Toy Riffic” Non-apparel (Toys)		“Funky Furnishings” Furnishing (Throw, quilt or cushion) “Mad Hatter” Apparel design (Hats, Fascinators) “Crazy Costumes” Apparel Design (Superhero inspired costumes)
COURSE RULES	Students will be responsible to provide materials to complete allocated projects Assessment is made up of practical, assignment and class work.		
COURSE FEE	\$70 per 100 hours (each year) plus cost of material and equipment.		

100 Hour Course

“Sweet Dreams” (Pyjamas) – Apparel Design

Come and join in the ONSIE party of the year! You will design your own pyjamas using a commercial pattern and will be required to complete a design folio that follows the process of construction, taking your inspiration for fashion and making it real. In addition you will complete a study of Australian fashion designer “Peter Alexander” investigating how he incorporates function and aesthetics into his fun range of sleepwear. Through the construction of a stylish ONESIE, you will develop skills in fabric selection, estimating fabric requirements, pattern reading, basic sewing techniques and master the sewing machine. Each student will be responsible for providing the materials to complete their project.

“Under the Hood” (Hoodies) – Apparel Design

Let your imagination go wild, think outside the square and be the first to take advantage of our exciting new equipment from the ‘Technology hub’. You will be designing and printing your own logo emblem for a hoodie using our brand new vinyl cutter machine. This unit will build your skills in producing an outfit, following a commercial pattern as well as quality manufacturing skills. A design folio will be prepared to assist you in incorporating the elements and principles of design and outlining the creative process. Students will be supplied fabric and vinyl to complete their project, however, if larger prints are desired, the vinyl product will be purchased at your own expense.

“Toy Riffic” (Plush Toys) – Non Apparel

Take a step back in time and re-live your favourite childhood memories recreating your most treasured possessions. In this unit you will develop confidence with a range of fabric decoration methods. Students will design and produce a patchwork children’s toy incorporating a variety of newly developed embellishment techniques. Students will examine factors affecting design, methods of applying colour, decoration and evaluate the quality of textile items. To assist you in your design process, a folio will be prepared and presented outlining the creative process which has been taken to achieve the finished product. Each student will be responsible for providing the materials to complete their project.

200 hour Course

“Funky Furnishing” - Furnishing

In this unit you will develop knowledge of aesthetic and functional performance criteria of textile items. You will investigate and experiment with colour and decorating methods to use in the construction of a quilt, cushion or a throw. You will also investigate different designers and gain inspiration from contemporary influences, developing in embellishment whilst applying such techniques in a contemporary and innovative manner. Documented evidence includes sources of inspiration, annotated sketches, fabric swatches and embellishment experimentation. Each student will be responsible for providing the materials to complete their project.

“Mad Hatter” – Apparel

Let's go on an adventure to wonderland to find the mad hatter ! This unit will explore the history and cultural sources of inspiration used by textile designers and the profession of a milliner. This will cater to student's interests and abilities to produce a hat or fascinator in time for the Melbourne Cup. Projects will be inspired by a theme of individual choice and designed and made using developed skills. You will investigate colouration and decoration techniques and consider aesthetics and functional properties. You will construct and embellish a hat or fascinator with a fabric and embellishment of choice. Documented evidence includes sources of inspiration, production flow chart, annotated sketches with fabric swatches and embellishment samples. Practical experiences should represent the majority of course time in this unit. Each student will be responsible for providing the materials to complete their project.

“Crazy Costumes” - Costumes

You will develop your knowledge of aesthetic and functional performance of textile items. Students will investigate and experiment with colour and decorating methods in the design and construction of a superhero inspired costume. You will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed with emphasis on their economic, social and environment consequences. Students will learn to design, produce and evaluate textile items across a range of focus areas. Project work gives students the opportunity to develop and refine skills to produce quality textile items. When documenting project work, students will show evidence of each of the stages of designing, producing and evaluating. Each student will be responsible for providing the materials to complete their project.



Study your background community language at the Saturday School of Community Languages!

Connection Diversity Excellence

The Saturday School of Community Languages (SSCL) is a Department of Education and Communities secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their weekday school.

There are sixteen SSCL Centres, fourteen based at high schools in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in 24 languages.

At **The Hills Sports High School centre**, the following languages are usually available for study:

Chinese, Hindi, Korean, Maltese, Modern Greek, Polish, Punjabi, Spanish and Turkish.

Classes are held on the Saturday at the end of each school week of the four government school terms.

For more information, please visit the Saturday School of Community Languages website www.sscl.schools.nsw.edu.au.

If you wish to study your background community language, please obtain initial advice from your school.

The 2021 new enrolment application forms will be available from the website from the middle of Term 3 this year.

In 2021 the formal enrolment period for new students will end on Friday 12th February. Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.