

**STAGE 5 – YEAR 9 & 10
COURSE
INFORMATION HANDBOOK
2025**

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Course Information - Stage 5 Requirements:

The NES A K-10 syllabuses and curriculum requirements are developed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities
- enable students to develop a positive self-concept and the capacity to establish and maintain safe, healthy and rewarding lives
- prepare students to participate effectively and responsibly in society taking account of moral, ethical and spiritual considerations
- encourage and enable students to become self-motivated, reflective and competent learners so that they can take part actively in further study, work or training.

Students and parents should keep these purposes in mind when choosing and studying Stage 5 courses.

During Stage 5 students are required to:

- a) Study the required pattern of courses
- b) Achieve some or all of the outcomes in the Mandatory Courses
- c) Attempt all coursework with “diligence and sustained effort”
- d) Make a serious attempt at all examinations

Failure to comply with these requirements in any one course will lead to the student being given an 'N' award for that course. This means the course was not satisfactorily studied. This will be reflected on your Record of School Achievement if you leave school after completing Year 10 but before completing Year 11 and 12 or your Higher School Certificate.

Where a student is unable to complete set work in time, or to attend an assessment task or school examination, he or she must submit an application for illness/misadventure upon their first day back at school with a medical certificate. For known absences such as school business e.g. sporting representation, the application must be submitted in advance. These applications referred to as appeals are submitted to the Deputy Principal, and if upheld an alternative task may be completed or an estimate issued, if not upheld the student will receive a zero mark for the missed task or examination.

Since the abolition of the School Certificate students who are leaving school after Year 10 to take up permanent employment or traineeships will be eligible for a Record of School Achievement, which will outline their achievements to the end of Year 10. This certificate will also be available to students who leave school after completing Year 11. This ROSA will include both Year 10 and Year 11 performance in the courses studied.

Students have already met some of the requirements for inclusion on their Record of School Achievement - Visual Arts; Music; Languages; Mandatory Technology in Stage 4.

To complete the required pattern of courses for Stage 5, students are now required to study the following pattern of courses:

Mandatory Courses:

English
Careers
Geography
History
Mathematics
PD/Health/PE
Science

Students are also required to fulfil requirements in sport in each of Years 9 and 10.

Additional Subject Choices:

Students will study two additional courses from the following list:

- Aboriginal Studies
- Agricultural Technology
- Child Studies
- Commerce
- Dance
- Drama
- Food Technology
- History Elective
- Industrial Technology – Metal
- Industrial Technology – Timber
- Industrial Technology - Multimedia
- Music
- Photographic & Digital Media
- Physical Activity Sports Science
- Physical Activity Sports Science – Netball Studies
- Physical Activity Sports Science – Rugby League Studies
- Physical Activity Sports Science – Soccer Studies
- Textiles Technology
- Visual Arts

In making your selections, note that some of these courses have compulsory course costs associated with them. This payment is used to cover the cost of consumable materials and/or equipment used in these courses. Students can apply for financial assistance through the Student Assistance Scheme.

Subjects in practical areas have safety requirements that must be adhered to under Workplace Health & Safety laws.

Be aware that some of the above courses will not receive enough student selections to run. Be sure to place courses you wish to study high in the list on the application form.

On the following pages, you will find an outline of the courses being offered to make your selections. Read them thoughtfully. Any further questions concerning these subjects should be directed to the Head Teacher of that course.

Advice on making your choices:

Remember, you are choosing courses for two years.

Don't select subjects because:

- your friends are doing them. You could find yourself in an elective you don't really like. Choose for your own needs and interests - you will be more successful
- you want to have, or to avoid, a particular teacher. You won't know who is taking classes until late in the year. All staff want you to achieve your best, and will work to help you do so - you can learn from any teacher if you have the right attitude
- You've heard they have an excursion (or a couple of excursions). Don't get caught in a course you don't like or aren't good at just for a couple of days excursions

Do select subjects which:

- you are good at.
- you are interested in.
- you may need to develop skills in for later study or work. Courses in Stage 5 are not designed to prepare students for a job - all courses have vocational relevance, though the purpose of your junior years is to develop a broad education.

Do discuss your choices with:

- your parents
- your teachers or Year Adviser
- the Careers Adviser

How do I select my choices?

On Thursday 14th September, faculty Head Teachers will present the elective choices to the students in a presentation in the hall. Students will then complete their subject selection choices electronically. Some of these courses have limited places, so preference will be given to students regarding suitability of the choice and availability in consultation with the Deputy Principal.

Course Description:

This course studies the diversity of Aboriginal culture across Australia today. It will develop in students:

- an understanding of the concepts of Aboriginality.
- an awareness of the contributions of Aborigines to Australian society.
- an appreciation of Aboriginal culture.
- a respect for human rights and responsibilities towards one another.

Areas of Study:

There are five core topics, and a series of elective themes.

The core content will look at Aboriginality in Australia today:

- diversity of Aboriginal cultures.
- the importance of land to Aboriginal people.
- the role of spirituality in Aboriginal cultures.
- racism and the Aboriginal people.
- the significance of 1988 and reconciliation.

Some of the possible electives include:

- languages.
- families and communities.
- participation in sport.
- biographies.
- visual and performing arts.
- technology and the environment.

This course is informative to the many more Australians who are becoming interested in Aboriginal culture and the contribution of Aboriginal people to Australian society.

Additional Requirements:

This course places a priority on excursions, guest speakers and school-community events. Students will visit Aboriginal sites and hear talks by members of the Aboriginal community.

Maximum class size: 30 students

Head Teacher: Ms Peters

Cost: \$25

Course Description:

The study of Agricultural Technology develops knowledge, understanding and skills in the management of plant and animal enterprises and the technology associated with these enterprises. The course develops students' ability to solve problems; research, collect and organise information; plan and conduct practical activities; work as a member of a team and communicate information to a variety of audiences. Skills and interests that are developed can be used in students' everyday life.

Irrawang High School has a new Agricultural Technology Learning Centre. It also has a well-equipped school farm, with a range of plant and animal enterprises that caters for a diverse variety of interests. Students undertake a range of practical 'hands on' experiences in lessons on the school farm, to complement work done in the classroom. Such practical activities occupy at least 50% of course time. A range of excursions is also offered to assist students to better understand class work.

Areas of Study:

Students must complete a minimum of four agricultural enterprises by the end of Year 10. Agricultural enterprises may focus on plants or animals or integrated plant/animal systems. Both intensive and extensive enterprises are incorporated in the course.

Enterprises that could be studied include:

Vegetable Growing	Poultry	Horticulture
Pastures	Sheep	Beef Cattle
Growing Native Trees	Dairy Cattle	Sweet Corn Production

Additional Requirements:

- Students must undertake a range of practical activities to satisfy syllabus requirements (minimum of 50% of course time). To ensure this is achieved students must demonstrate cooperative and safe work practices, including wearing covered leather shoes.
- Assessment techniques may include examinations, written or practical tests, research assignments, oral presentations, experimental work, practical work, peer assessment and self-assessment.
- Book requirements - one medium sized exercise book (preferably A4).
- A contribution of \$25 is requested to help cover the cost of materials used in the course.

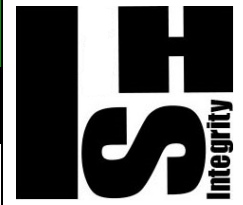
Maximum class size: 20 students

CHILD STUDIES

FACULTY - TAS

Head Teacher: Ms Peters

**Cost: \$20 (Year 9)
\$40 (Year 10)**



Course Description:

Child Studies aims to develop positive attitudes towards the commitment required for successful parenting and childcare.

Students will develop skills necessary to meet the needs of the child. These will include understanding the process of childhood development, the responsibilities associated with the care of infants and children, skills required in caring for and communicating with children, social and legal responsibilities in parenting and childcare.

Areas of Study:

1. Preparing for Parenthood
2. Conception to Birth
3. Family Interaction
4. Newborn Care
5. Growth and Development
6. Play and the Developing Child
7. Health and Safety in Childhood
8. Food and Nutrition in Childhood
9. Children and Culture
10. Media and Technology in Childhood
11. Aboriginal Culture in Childhood
12. The Diverse Needs of Children
13. Childcare Services and Career Opportunities

A variety of assessment methods are used, including examinations, practical assessment tasks involving the Pregnancy Profile and Virtual Baby, research tasks, web quests, oral presentations and practical experiences.

Additional Requirements:

- A contribution of \$20 (Year 9) and \$40 (Year 10) is requested to help cover the cost of materials used in the course.

Maximum class size: 30 students

Course Description:

Students will be provided with opportunities to investigate consumer, financial, business, legal and employment issues. Commerce is a practical subject that provided the knowledge and skills for students to make informed decisions as consumers now and in the future.

Areas of Study:

- Consumer Choice
- Personal Finance
- E-Commerce
- Promoting and Selling
- Running a Business
- Employment Issues
- Law and Society
- Travel
- Towards Independence
- Our Economy

For students who would like to do Business Studies or Legal Studies in Year 11 and Year 12, Commerce would make a useful subject selection choice.

Additional Requirements:

This course places priority on excursions, guest speakers and school-community events. Students will create their own micro-business and visit local retail outlets and the courts. They will be given the opportunity of working with members of the local business and legal community.

Maximum class size: 30 students

Head Teacher: Ms Robinson

Cost: \$30

Course Description:

The Years 9/10 Dance course centres on the three practices of performance, composition and appreciation of dance as an artform. Students learn movement principles and stylised techniques, and they learn through both problem-solving and directed teaching.

Areas of Study:

There are 3 main areas of study:

Performance as a means of developing dance technique and performance quality to communicate ideas. **Topics include:** Safe Dance Practice, Anatomy and Physiology, Dance Technique and Performing Dance (Contemporary Dance, Classical Ballet, Jazz Dance, Hip-Hop and Musical Theatre).

Composition as a means of creating and structuring movement to express and communicate ideas. **Topics include:** Creating and Developing Movement Motifs, Unity in Dance, Site-Specific Dance and Choreographing for Film.

Appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context, providing students with the opportunity to make informed judgments about dance. **Topics include:** Dance Analysis and The Role of the Dance Critic.

Additional Requirements:

Students do not need to have studied Dance in Year 8 to select it for Years 9 and 10. An interest in dance and a desire to learn are required for this subject. Students will need suitable dance clothes for practical lessons.

Students will be given the opportunity to audition for Hunter Schools Dance Festival, Showcase, Star Struck, and other school/regional/state performance opportunities. Where possible they will be given the opportunity to attend excursions to view professional dance works of art.

Maximum class size: 30 students

DRAMA

FACULTY - CAPA

Head Teacher: Ms Robinson

Cost: \$30



Course Description:

Years 9/10 Drama centres on the three practices of making, performing and appreciating dramatic and theatrical works. Students learn to collaborate in a process where they explore, investigate, shape and symbolize ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Practical and theoretical learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person.

Areas of Study:

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- **Making** drama that explores a range of imagined and created situations
- **Performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- **Appreciating** the meaning and function of drama in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

STAGE 5 TOPICS INCLUDE:

Improvisation, Play building, Melodrama, Comedy: Clowning, Political/Protest and Street Theatre, Documentary Drama, Scripted Drama: Realism, and Mask.

Additional Requirements:

Students do not need to have studied Drama in Year 8 to select it for Years 9 and 10. An interest in drama and a desire to learn are required for this subject.

Students will be given the opportunity to audition for Showcase, Star Struck, and other school/regional/state performance opportunities. Where possible they will be given the opportunity to attend excursions to view professional performances and to work with professionals within the theatre and film industry

Maximum class size: 30 students

Head Teacher: Ms Peters

Cost: \$75

Course Description:

The Year 9 and 10 Food Technology course is designed to actively engage students in learning about food in a variety of contexts. This will enable students to evaluate the relationships between food, technology, nutritional status and quality of life.

Areas of Study:

The course centres on the human need for food. The physical, technological, social and cultural aspects of food are considered as students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Areas of Study:

The core areas of study are:

- Food Production and Processing.
- Food Nutrition and Consumption.
- Food for Special Needs
- Food Production Development
- Food in Australia
- Food for Special Occasions
- Food Trends

The study of these topics considers the complexity of the marketplace, lifestyle changes, the pace of technological development, and the need for effective decision-making. The course fosters the development of a variety of skills, including researching; designing; preparing and processing food; food presentation and service; managing resources and time; and communicating using a variety of technologies. A variety of assessment methods is used, including tests, practical and theory examinations, assignments, research, experiments and practical preparation activities.

This course is a desirable fore runner for senior Food Technology and Hospitality courses.

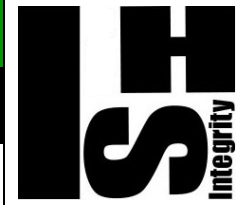
Additional Requirements:

- **Safety Equipment:** All practical subjects in the Technology area require students to wear appropriate protective clothing. Footwear must be fully enclosed, solid (leather) uppers with non-slip soles
- A contribution of \$70 is requested to help cover the cost of materials used in the course.

Maximum class size: 20 students

HISTORY ELECTIVE

FACULTY - HSIE



Head Teacher: Mr Hopper

Cost: Nil

Course Description:

The Historical Scene Investigation course has an emphasis on a variety of investigative topics chosen for their compelling and iconic nature. The course presents intrigues, cover-ups, conspiracies and mysteries, and challenges students to make judgments based on the available evidence.

Fancy yourself as a CSI or time travelling detective. Do you like asking questions and uncovering the truth about unsolved mysteries? How do we find out what happened in the past? How does modern day science such as DNA testing and psychological profiling help us uncover the truth? Historical Scene Investigation is for you if you want to know the answer.

Year 9:

The focus is on detective work, forensic investigation, unsolved murders, and mysteries throughout the ages. Some of the topics included are:

- Serial Killers - Jack the Ripper, Vampire lady Elizabeth Bathory, Zodiac Killer,
- Forensic skills and changes in investigative techniques
- Unsolved mysteries such as the Loch Ness Monster, Bermuda Triangle, UFO's, Atlantis, Titanic
- Religions of Ancient Origins - The Aztecs and Mayans, Greek and Roman Mythology
- Organised Crime (Sicilian Mafia, American Mafia, Hells Angels and MC Gangs, Australian Organised Crime, Mafia Mystery behind murder of Don Mackay), Phar Lap.
- Gender Studies, (Witchcraft, Salem witch trials, or women's misrepresentation in History, Cleopatra, Helen of Troy etc).

Year 10:

The emphasis in the course is on unsolved Australian mysteries, again looking at the skills essential to forensic investigation. Some of the topics include:

- Wrongful convictions
- Survival Stories
- The intrigues of Dr Bogle and Mrs Chandler, and Azaria Chamberlain, Tromp Family Bizarre Road Trip.
- The Shark Arm Murder and the disappearance of the Beaumont Children, the Somerton Man
- The search for lost treasures and mysteries of the deep
- Australian Conspiracies, Bunyips, Yowies, Hawkesbury River Monster, Picnic at the Hanging Rock etc
- Haunted Places such as Cursed Devil's Pool, Wilga Water Hole, Luna Park Ghost Train Haunted Monte Carlo Homestead and more.

This subject uses a multi-disciplinary approach to problem solving. It develops skills in reasoned argument and helps students to master key competencies. It promotes sequencing, logical thinking and the acquisition and application of analytical skills useful in all areas of life. The essential modern-day skills of collating and weighing evidence, and from that making inferences and judgements, are integral to Historical Scene Investigation.

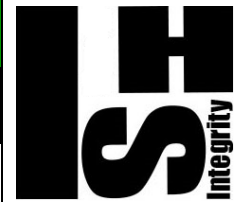
Maximum number: 30 students.

INDUSTRIAL TECHNOLOGY - METAL

FACULTY - TAS

Head Teacher: Ms Peters

**Cost: \$75(Yr9)
\$20(Yr10) + Project
Materials**



Course Description:

Students will gain experience in practical design, and develop a range of skills using; marking out and bench tools, use of all the metal tools and machinery available including - lathe, milling machine, drill press, Guillotine, Magnabend, Oxy-Acetylene brazing/welding, MIG & Stick welding, and use specialized jigs and tooling to create a high standard of projects.

It would benefit students who would like to continue with Industrial Technology - Metals & Engineering in Year 11 & 12, and who:

- have an interest in following a career in a related area e.g. metal-based trade, Engineering to degree level
- Would like to develop their skills of logical problem solving and logistics

Proposed Projects: Year 9	Year 10 - Major Project
<ul style="list-style-type: none">• Centre punch/Nail Punch• Hacksaw• Scribe• G-Clamp• Toolbox	<ul style="list-style-type: none">• Vice• Bush BBQ• Student design choice

Areas of Study:

- Design awareness and application of factors influencing design
- Design modification, Planning, Reading and Producing drawings
- Selection of materials and understanding properties of materials
- Safe workshop practices
- Material preparation- Cutting and shaping methods
- Jointing methods (riveting, bolting, soldering, brazing, welding including gas, electric MIG, Stick)
- Metal machining (traditional and computer controlled)
- Assembly techniques & Metal finishing techniques.

Additional Requirements:

- Students are required to:
Wear solid enclosed leather shoes. Students who fail to do so will not be permitted to participate in practical lessons under WHS requirements.
- Supply an A4 exercise book for recording information.
- Supply a suitable hair restraint if hair is long
- A contribution of \$75 (Year 9) and \$20 + Materials (Year 10) is requested to help cover the cost of materials used in the course.

INDUSTRIAL TECHNOLOGY - TIMBER

FACULTY - TAS



Head Teacher: Ms Peters

**Cost: \$75(Yr9)
\$20(Yr10) + Major
Project**

Maximum class size: 20 students

Course Description:

Years 9 and 10 offer a course in design, planning and construction of items using technology that is relevant to timber. This course, although directed towards timber, is also directed towards the development of manual dexterity, hand eye co-ordination and application of theoretical knowledge in a practical way. Correct use of a wide range of hand and machine tools of both traditional and modern technology is developed. It attempts to use the theory that has been taught in other areas of school education to solve problems.

In particular it would benefit students who:	Areas of Study:
<ul style="list-style-type: none">would like to pursue this area as a leisure time activitywould like the ability to repair/construct articles around their homehave an interest in following a career in a related area eg wood-based tradewould like to become a more astute consumer of wood-based products through a sound knowledge of correct woodworking techniques and applications.Would like to develop their skills of logical problem solving and logistics.	<ul style="list-style-type: none">Design awareness and application of factors influencing designDesign modifications, Planning, reading and producing workshop drawingsSelection of materials and understanding properties of materialsconstruction safe workshop practicesMaterial preparationCutting, shaping and jointing methodsAssembly techniquesSafe use of hand tools, portable power tools and machines.Timber finishing techniques.

Additional Requirements:

Safety Equipment: All practical subjects in the Technology area require students to wear appropriate protective clothing.

- Footwear must be fully enclosed, solid (leather) uppers with non-slip soles.
- A protective apron must be worn (most students would have these if they did Industrial Arts subjects in Year 8, otherwise they can be purchased from the school).
- Students must have their own set of safety glasses (these will be issued to students upon payment of the course cost).
- Year 10 students will need to arrange and pay for the materials used in their individual major projects in addition to the course cost. (They will be given teacher guidance to do this).
- A contribution of \$75 (Year 9) and \$20 + Materials (Year 10) is requested to help cover the cost of materials used in the course.

Maximum class size: 20 students

Course Description:

- Multimedia is an Industrial technology course focused on digital content and its component parts. Students learn industry standard skills in working with the five key elements of multimedia: Graphics, Video, Audio, Text and Animation.
- Over the run of the stage 5 program, students will learn to operate software such as Adobe Photoshop, Premiere and Character Animator, before combining these disciplines to create original work in Video, Web and Game design.
- Students will conduct research and produce detailed written reports on technological advancements and new technology, and how this has driven companies to adapt and succeed. Students also learn the theory underpinning these skills and examine careers paths and industry processes such as project management in order to prepare them for careers in digital content creation.

Areas of Study:

- Graphics Manipulation – Adobe Photoshop
- Video Editing – Adobe Premiere / Aftereffects
- Animation – Adobe Character Animator
- Interface Design (Web, Apps & Games)
- Audio recording and playback
- Game Design and development – Unity Development Platform (C#)
- Project Management

Maximum class size: 22 students

Course Description:

In the study of Stage 5 music, students will have the opportunity to explore and develop their musical abilities and potential. The nature of musical study allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activities that reflect the real-world practice of performers, composers and audiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

Areas of Study:

There are 3 main areas of study which are incorporated into every topic studied

- Performance: Students studying music will get the opportunity to begin or further their study of performance on an instrument of their choice
- Composition: Tasks are related to each topic using both traditional and computer aided techniques
- Listening: Students develop listening skills through a variety of topics as outlined in the syllabus, related to Pitch / Duration / Texture / Structure / Tone Colour / Dynamics

TOPICS STUDIED

AUSTRALIAN MUSIC: This mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of a number of optional topics that represent a broad range of musical styles, periods and genres including Rock / Pop / Theatre Music / Classical Music / Film Music for Small and Large Ensembles and Music and the Media.

Additional Requirements

Students do not need to have studied Music in Year 8 to select it for Years 9 and 10. An interest in music and a desire to learn are required for this subject. Students will be given the opportunity to audition for Showcase, Star Struck, and other school/regional/state performance opportunities. Where possible they will be given the opportunity to attend excursions to view professional performances on the stage and in a concert hall venue

Maximum class size: 30 students

Course Description:

Photographic and Digital Media is a Creative Arts course where the artmaking practice focuses on the use of traditional and non-traditional image creation, camera techniques and media.

The broad areas of photography and digital media as print, interactive and moving forms, is extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia.

Areas of Study:

This course is structured as 60% Making and 40% Critical and Historical Studies.

In Making you will

- Complete the mandatory Occupational Health and Safety module.
- Practice within the conceptual framework (artist, artwork, audience and world) and Frames (Subjective, Structural, Cultural and Postmodern) and a range of ideas and interests in still, interactive and moving forms.
- Investigate computer-based technologies such as Photoshop.
- Use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies and to record relevant technical information.
- Construct a portfolio throughout the course using a range of photographic and digital equipment and techniques, and investigations of the world.

In Critical and Historical Studies, you will;

- Use the conceptual framework and frames to understand the field of photographic and digital media.
- Investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.

Additional Requirements:

Fees for materials as outlined above. Photographic journal (blank page art book). Engagement with excursion opportunities (to galleries, exhibitions and photographic shoots).

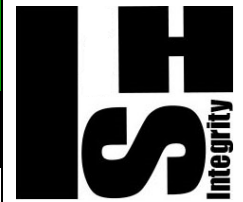
Maximum class size: 22 students

PHYSICAL ACTIVITY SPORTS SCIENCE – High Performance

FACULTY - PDHPE

Head Teacher: Mr Molenaar

Cost: Nil



Course Description:

At the heart of high-performance sport is the conditioning of the athlete, with the aim of optimising individual and team performance and keeping them at the top of their game. This course will provide opportunities to gain skills in sports performance and analysis, exercise programming, and strength and conditioning of athletes. Students will discuss concepts and the basics of the Stage 6 Course PDHPE.

This course will make students more aware of the need to improve fitness levels, and provide opportunities to gain the relevant knowledge, skills and attitudes. It also caters for talented athletes, helping them to improve their sporting performance by providing opportunities to enhance and refine their physical skills and fitness levels through a variety of sports, practical laboratories and activities.

The students will be provided with outdoor recreation activities to focus on the need for a healthy lifestyle, and the need for students to make responsible decisions to improve their levels of health and the qualities of their lives. Students will also have exclusive opportunities to attend targeted sport excursions that contribute to educational outcomes within PASS.

Areas of Study:

Students will have the opportunity to study both practical and theory units covering:

Theory

- Basic anatomy and physiology.
- Fitness and training methods.
- Sports Coaching
- Skill acquisition.
- Biomechanics and exercise.
- Sport Psychology.
- Event Management
- Sports Injuries and First Aid

Practical:

- Gaelic Football
- AFL
- Futsal
- Oz-Tag/Touch Football
- Ultimate Frisbee
- Indoor Street Hockey
- Racquet Sports
- Archery
- Netball

Additional Requirements:

Maximum class size – 30 students

Course Description:

This course will make students more aware of the need to improve fitness levels, and provide opportunities to gain the relevant knowledge, skills and attitudes. It also caters for talented athletes, helping them to improve their sporting performance by providing opportunities to enhance and refine their physical skills and fitness levels through a variety of sports, practical laboratories and activities.

The students will be provided with outdoor recreation activities to focus on the need for a healthy lifestyle, and the need for students to make responsible decisions to improve their levels of health and the qualities of their lives.

Areas of Study:

Students will have the opportunity to study both practical and theory units covering:

Theory:

- Basic anatomy and physiology.
- Fitness and training methods.
- Sports Coaching
- Skill acquisition.
- Biomechanics and exercise.
- Sport Psychology.
- Event Management
- Sports Injuries and First Aid

Practical:

- Gaelic Football
- AFL
- Futsal
- Oz-Tag/Touch Football
- Ultimate Frisbee
- Indoor Street Hockey
- Racquet Sports
- Archery
- Netball

Additional Requirements:

Students will also have exclusive opportunities to attend targeted sport specific excursions that contribute to educational outcomes within PASS.

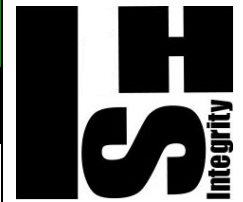
Maximum class size: 30 students

TEXTILES TECHNOLOGY

FACULTY - TAS

Head Teacher: Ms Peters

**Cost: \$60 (Year 9)
\$20 + Materials
(Year 10)**



Course Description:

Textiles are used by all people, and knowledge of the importance of design, manufacture and application of textiles is vital when considering the material needs of our society. Students are encouraged to manage resources in the design, planning, construction and manufacture of textiles articles. They will develop competence in the use of fibres, yarns and fabrics, as well as making informed consumer choices.

Areas of Study:

- Apparel: Learn how to follow a commercial pattern and make a pair of pyjama pants. Other areas covered include using the sewing machine and over locker, fashion drawing, textile labelling and folio skills.
- Furnishings: Design and make a soft furnishing item using fabrics you have dyed and/or printed yourself. Outline the Elements of Design. Investigate a range of dyeing and printing techniques. Identify cultural dyeing and printing methods. Study natural fibers and learn the processes of weaving and knitting.
- Costume: Be inspired by the work of famous textile artists and designers and construct an item using a range of embellishing techniques OR Make an article out of an old pair of jeans. Investigate environmental issues in the textile industry. Study a number of eco-designers.
- Textile Arts: Experiment with a variety of fabric decoration techniques such as felting, silk paper, patchwork, applique, embroidery, and beading. Discover textile arts in other cultures.
- Non-apparel- Minor Textiles Project: Make an article of our choice, building on the skills learnt over the last two years. Study the history of fashion and the role of fashion designers in today's world. Identify various fashion trends. Learn about man-made fibers and fiber blends. Analyse the role of the textile industry in Australia and examine the various careers in the industry. Evaluate textile marketing and advertising.

Additional Requirements:

Safety Equipment: All practical subjects in the Technology area require students to wear appropriate protective clothing. Footwear must be fully enclosed, solid (leather) uppers with non-slip soles.

Assessment methods include examinations, research tasks, practical design folio and major textile project production.

Maximum class size: 22 students

Course Description:

This course provides various approaches to understanding the ways in which art forms are created, interpreted and valued in our society. Students will develop the potential to think and act creatively. They will enhance their artist talents and skills in solving problems and producing artworks and make use of different methods of inquiry.

Areas of Study:

ARTMAKING: involves learning to communicate ideas and feelings through visual forms by exploring the expressive potential of materials and techniques such as: pencil, ink, pastel and pen; acrylic and watercolour paints, relief printing, ceramic and mixed-media sculpture, photography, video and computer graphics.

CRITICAL AND HISTORICAL STUDIES: is closely integrated with the making of artworks. It involves developing understandings about the purposes and meanings of art works and making judgments about their value. Students learn to analyse, investigate and interpret visual signs, symbols and conventions through verbal and written discussions.

VISUAL ARTS PROCESS DIARY (VAPD): Students are required to keep a VAPD. This is a coherent, organised collection of their media experimentation, thoughts and feelings which relate to their art making and should record the progressive development of each individual student's skill set.

Additional Requirements:

Essential equipment:

- A range of drawing pencils (2B to 9B)
- Ruler; eraser.
- Coloured pencils/graphic markers.
- Sketch book (Visual Arts Process Diary)

Excursions: As an integral part of the course, excursions are planned to exhibitions in Sydney and Newcastle. These enable students to see Visual Arts images and objects of international significance.

Maximum class size: 20 students

Subject Equipment Requirements

Year 9 2024



Below is a list of equipment students will need per subject

Subject	Requirements
All subjects	Pencil case, black, blue and red pens, lead pencil, eraser, sharpener, ruler, highlighters, glue stick, scissors, coloured pencils, texas.
English	<ul style="list-style-type: none">➤ 1 x 192 page A4 exercise books➤ Display or document folders for projects➤ Post-it-notes
Mathematics	<ul style="list-style-type: none">➤ 128 page A4 exercise book➤ Scientific Calculator (available front office)
Science	<ul style="list-style-type: none">➤ 96 page A4 exercise book
HSIE	<ul style="list-style-type: none">➤ 2 x 90 page A4 exercise books (1 for History and 1 for Geography)
PDHPE	<ul style="list-style-type: none">➤ Correct practical attire
CAPA	<ul style="list-style-type: none">➤ 96 page A4 exercise book (Dance)➤ 96 page A4 exercise book (Drama)➤ 96 page A4 exercise book (Music)➤ Plastic A4 Document Envelope (Music)➤ A3 Visual Arts Process Diary (Visual Arts)➤ A4 Visual Arts Process Diary (Photography)➤ A4 Display Folder (Photography)
TAS (All Industrial Technology Courses)	<ul style="list-style-type: none">➤ Leather Footwear➤ 2 or 4 ring binder➤ 96 page A4 exercise book Hat and sunscreen (Agriculture)➤ Food container minimum 1 litre (Food Technology)