ST IVES | HIGH SCHOOL

respect | perseverance | growth

Year 9 2020
Subject Information

TIMELINE COURSE SELECTION

Elective Briefings
Week 1, Term 3 - Wednesday (periods 1, 3 and 5)

	Session times	TAS		TAS (200 hour electives)		LOTE		PDHPE + ENGLISH + DRAMA + SCIENCE		CAPA		HSIE	
		Group	Room	Group	Room	Group	Room	Group	Room	Group	Room	Group	Room
Period 1	**1 (9:00-9:30)**	1	D16	2	D15	3	E12	4	Lib	5	C13	6	A16
	2 (9:32-10:03)	2	D16	1	D15	4	E12	3	Lib	6	C13	5	A16
Period 3	**3 (11:26-11:56)**	5	D16	6	D15	1	E12	2	Lib	4	C13	3	A16
	4 (11:58-12:29)	6	D16	5	D15	2	E12	1	Lib	3	C13	4	A16
Period 5	**5 (14:12-14:42)**	3	D16	4	D15	6	E12	5	Lib	1	C13	2	A16
	6 (14:44-15:15)	4	D16	3	D15	5	E12	6	Lib	2	C13	1	A16

Group 1 - RC 8-1 + SRC
Group 2 - RC 8-2 + International Students
Group 3 - RC 8-3 + Students from RC 8-7 (surnames including and between R - Singh)
Group 4 - RC 8-4 + Students from RC 8-7 (surnames including and between SKJ - Trev)
Group 5 - RC 8-5 + Students from RC 8-8 (surnames including and between Ud - Wil)
Group 6 - RC 8-6 + Students from 8-8 (surnames including and between Woo-Zho)

Week 1 Term 3 - Thursday Evening
Parent and Student Information Evening. On Thursday 25 July (week 1, term 3) we will be holding an information evening for Year 8 parents and students in the School Hall between 7:00-8:00pm.

The evening will cover the following topics:
- HSC minimum standard literacy and numeracy testing.
- Elective course selections for 2020.
- Study pathways for students from Year 9 and beyond.
- Tips from some past students when choosing elective courses.

Week 2 Term 3
Students will make their course selections.

St Ives High School
Year 9 2020 Subject Information

CONTENTS

Updated Enrichment Projects
24 July 2019

ENRICHMENT PROJECTS

INTRODUCTION

Welcome to Stage 5 of high school. This is most certainly an exciting period in any child's education. Along with the mandatory courses there are elective courses that provide choices to cater for different student interests and strengths. These elective courses are outlined in this booklet. Progress in Stage 5 forms an essential platform for studies in Years 11 and 12.

On the successful completion of Year 10, a student will be eligible for a Record of School Achievement (RoSA). The RoSA is the exit credential students receive from NSW schools if they leave school having completed Year 10 but not Year 12. The RoSA can be updated as a student progresses through Stage 6. If a student completes their Preliminary courses at the end of Year 11, the grades achieved for this will be included on the RoSA.

To satisfy the requirements of the Stage 5 curriculum, a number of courses of study are mandatory as determined by the NSW Education Standards Authority (NESA). These are English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education (PDHPE). All students study these courses. Outlines of these courses are also provided in this booklet.

In order to have an elective course contribute towards Stage 5 study, a student must study the course for a minimum of 100 hours or equivalent. A full elective would run for 200 hours or equivalent. The word equivalent is used to reflect that in some cases a student may complete the content usually covered in a specified number of hours in more or less hours, such as in the case of acceleration. At St Ives High School, students are able to choose two 200 hour electives and two Enrichment Projects (Semester 1 and 2), in addition to their mandatory subjects. Enrichment Projects run for Year 9 only.

An extensive range of elective courses are offered at St Ives High School for 2020. In choosing electives, it is important to select courses in which students have an interest. This is an opportunity to explore a new field or develop an existing passion further. The study of a subject may open up other opportunities for Years 11 and 12 not currently considered. It is important that the reason for choosing a course is not because friends have or that it may be easy. It should be the course the child wants to study, not one that others would like them to study. Please be aware that courses are dependent upon overall student choices and therefore some courses will not run.

Correct and appropriate choices of electives will be crucial to the success and engagement of a student in Stage 5. If additional advice is required, see the teacher listed as the contact person in the booklet or talk to an older student who has studied the course. Syllabuses can be viewed at NESA educationstandards.nsw.edu.au/wps/portal/nesa

I wish students all the best as they make their subject choices and prepare for study in Years 9 and 10.

Mark Watson
Principal

YEAR 9 2020 SUBJECT SELECTION AND COSTS

MANDATORY SUBJECTS

- English
- Geography and History
- Mathematics
- Personal Development, Health and Physical Education
- Science

	$
Geography and History	0
Online Educational Materials	95
Personal Development, Health and Physical Education	220
PDHPE Workbook	32

ELECTIVE SUBJECTS

- Students will be required to choose **three** elective subjects from the list below
- Two of the courses need to be studied for 200 hours (ie 5 periods per fortnight)
- These **200 hour subjects** are to be studied for a period of **two** years in Stage 5 (Years 9 and 10)
- Subjects are limited by the number of student nominations and staff available
- Additional costs are incurred for excursions, camps

		$
Creative Arts		
Music		36
Photographic & Digital Media		60
Visual Arts		80
Visual Design		80
English		
Drama		40
Human Society and Its Environment (HSIE)		
Commerce		12
Geography Elective		12
History Elective		12
Languages Other Than English (LOTE)		
Chinese		10
French		10
Japanese		10
Spanish		10
Personal Development, Health and Physical Education (PDHPE)		
Physical Activity & Sports Studies		20
Technological and Applied Studies (TAS)		
Food Technology		148
Graphics Technology		60
Hospitality Fundamentals		148
Industrial Technology – Engineering		100
Industrial Technology – Metal		100
Industrial Technology – Multimedia		60
Industrial Technology – Timber		100
Information & Software Technology		60
Textiles Technology		100

ENRICHMENT PROJECTS

Enrichment Projects will be studied 4 periods per fortnight in Year 9 only

	$
Cake Boss: 'I decorate cakes … what's your superpower?"	60
Cultural Studies	16
Explore Basketball - Have you got the passion to play, coach and referee basketball?	50
Textile Creativity for Wellbeing	20
Financial Literacy for Life - It's not what you earn, it's what you do with it!	16
How does science actually work?	16
Human Movement - How do athletes reach their peak performance?	16
Introduction to Philosophy - Can philosophy help us navigate the 21st Century?	16
STEM – So you want to build a robot?	30
Music - Live in Concert (includes some excursions)	50
Street Art … making a statement	50
Wellbeing	80

LANGUAGES THROUGH NSW LANGUAGE SCHOOL
(PREVIOUSLY OPEN HIGH SCHOOL)
AND
SATURDAY SCHOOL OF COMMUNITY LANGUAGES FOR YEARS 9/10

The NSW Language School is a NSW Department of Education School. They provide students enrolled in Years 9 to 12, in government and non-government schools in NSW and ACT, an opportunity **to study a language other than English** via distance education. When the home school (St Ives High School) cannot provide a specific language course desired (either it is not offered or the class does not run), students may apply for a single course access in their chosen language via Distance Education.

The NSW Language School **is NOT available for non-language electives**. It is also **NOT available if the desired language is offered** at St Ives High School (for example if it is simply a matter of an elective choice clash).

Lessons and resources are in Moodle, sent via post and also on the phone or Adobe Connect. Students are also invited for face-to-face lesson days at the NSW Language School usually once a term. However, distance education is not an easy method of study and **requires high levels of maturity, self-discipline and organisation on the part of the individual student** to successfully complete the course. Please take this into consideration before applying for the course.

There is **an additional cost** to completing studies through the NSW Language School of **$200** (payment for a two year course either of Year 9/10 or Year 11/12).

Applications should be submitted through the **home school (St Ives High School)** early in Term 4 with the deadline being the last day of November. Fees **must** accompany the application form. Applications sent incomplete and/or without payment or proof of payment will be returned. **Application forms can be collected from Mrs Patel in the Languages Staffroom.**

Students **must still select 12 units of study AT SCHOOL for Year 11 study**. They will then be allowed to drop one of these courses once their enrolment into the NSW Language School has been approved and they have commenced their study (received their first work package and had their first telephone lesson with their distance education teacher) in Term 1 of next year.

Languages on offer include:
Chinese; French; German; Japanese; Russian; Indonesian; Italian; Korean; Spanish; Latin; Modern Greek; and Portuguese.

Students may also decide to study a community language through the **Chatswood Saturday School for Community Languages**. The Saturday school offers both the above languages in addition to background speaker languages such as: Arabic; Bengali; Croatian; Hindi; Hungarian; Khmer; Macedonian; Maltese; Polish; Punjabi; Serbian; Turkish and Vietnamese.

However, **Saturday School study is additional to normal schooling**. Students may NOT be exempted from study of the regular 12 units of class during regular school hours unless attendance and effort is confirmed at the Saturday School.

GATS INFORMATION
STAGE 5 (YEARS 9 AND 10)

In many core mandatory courses – English, Mathematics, Science and Human Society and Its Environment (History & Geography). All students are ranked based on their yearly assessment, which consists of exams and other tasks demonstrating a high academic achievement and a sound work ethic. Most faculties review student placement at the end of Semester 1 each year and make changes if required.

Students in the top classes generally cover the same work as those in the other classes, but often to a greater depth and not necessarily more of the same work. Assessment tasks may be differentiated to extend students in order to gain a deeper understanding of the concepts and outcomes required of each task. It is also expected that students in the top classes enter into the many competitions that are offered to our students. Such competitions provide valuable feedback as to their strengths and weaknesses in each subject area.

English and **Science** have two top classes for Year 9 and 10 which are made up of the top 60 students from each year.

Mathematics classes are graded on achievement from Year 8 onwards and are named from highest (8MMA1) to lowest (8MMA6). The different Maths classes study varying amounts of the Stage 5 Mathematics continuum. For example, 9 and 10MMA1 aim to cover the whole of Stages 5.1, 5.2 and 5.3, including some of the optional topics, while 9 and 10MMA6 only cover Stage 5.1. Each class seeks to extend the students as far as possible, but there is a significant increase in complexity, pace and quantity of work covered between consecutive classes.

Placements in Mathematics classes are reviewed every semester based on recent performance. Performance is not measured by test marks alone but also by the RoSA grades that are awarded using the NESA grade descriptors. These emphasise higher order thinking skills such as problem solving, reasoning and communication. Thus, selection for 9MMA1 considers both test marks and the demonstrated ability to apply logical, higher order thinking skills to solving unfamiliar mathematical problems and in constructing mathematical arguments and formal proofs.

MANDATORY SUBJECTS

YEAR 9 2020
200 HOUR COURSES

Students will study:

- English
- Mathematics
- Geography
- History
- PE
- Science

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Faculty: English *Head Teacher*: Rebecca Smith

***Course*: English (Mandatory)**

Course Description
The Year 9 English course will enable students to understand and use language effectively, to appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Course Aims
Throughout the course, students will:
- Communicate through speaking, listening, reading, writing, viewing and representing
- Use language to shape and make meaning according to purpose, audience and context
- Think in ways that are imaginative, creative, interpretive and critical
- Express themselves and their relationships with others and their world
- Learn and reflect on their learning through their study of English.

Topics Covered
- The language of persuasion
- Narrative and engaging readers
- Shakespearean drama
- Different perspectives in texts
- Voices of dissent
- Reading for pleasure and appreciation
- Literacy skills, including grammar, spelling, punctuation, sentence structure and vocabulary
- Deconstructing texts
- Critical analysis and evaluation
- Essay writing

Faculty: HSIE *Head Teacher*: Claire Cartwright

***Course*: Geography (Mandatory) (100 hours)**

Course Description

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Course Aims

The aim of Geography 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 in order to become informed, responsible and active citizens.

Topics Covered

Year 9	*Year 10*
Sustainable Biomes	Changing Places
Environmental Change and Management	Human Wellbeing

Faculty: HSIE *Head Teacher*: Claire Cartwright

***Course*: History (Mandatory) (100 hours)**

Course Description
The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Course Aims
The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

Topics Covered

Year 9: The Making of the Modern World
- The Industrial Revolution: Making a Better World?
- Core Study – Australians At War: WWI and WWII

Year 10: The Modern World and Australia
- The Holocaust
- Core Study - Rights and Freedoms

Faculty: Mathematics *Head Teacher*: Stewart Mitchell

***Course*: Mathematics (Mandatory)**

Course Description
The Mathematics course teaches students to identify, describe and apply patterns and relationships. It provides a precise and concise means of communication. Students acquire the capabilities needed to make informed decisions and develop increasingly sophisticated mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. Digital technologies facilitate this expansion of ideas.

Students learn to appreciate the usefulness of mathematics in their everyday lives and its application to the world of science and technology. The study of mathematics is also a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The Mathematics course is divided into three broad levels: Stage 5.1, Stage 5.2 and Stage 5.3, but is designed to be a continuum of learning rather than three distinct courses. Students are initially allocated to a particular level depending upon the aptitude, skill and knowledge they have demonstrated in Stage 4. Classes follow different pathways through the continuum and reach different endpoints.

Course Aims
The aim of Mathematics in 7-10 is to develop:

- mathematical thinking, understanding, competence and confidence
- creativity, enjoyment and appreciation of mathematics
- engagement in lifelong learning.

Topics Covered

Number and Algebra

- Number
  - Integers, fractions, decimals, percentages
- Financial Mathematics
  - Earning, spending and investing money
  - Compound interest and depreciation
- Ratio and Rates
  - Direct and indirect proportion
  - Graphs of physical phenomena
- Algebraic techniques
- Surds and Indices
- Equations
  - Linear, quadratic, cubic equations
  - Simultaneous equations
- Linear relationships
  - Midpoint, gradient and length of intervals
  - Equation of straight line
- Non-linear relationships

Measurement and Geometry

- Area and surface area
- Volume
- Numbers of any magnitude
  - Scientific notation
  - Significant figures
- Trigonometry and Pythagoras' theorem
- Properties of geometrical figures
  - Similar and congruent figures
  - Deductive reasoning
- Circle geometry

Statistics and Probability

- Single variable data analysis
  - Quartiles and box plots
  - Standard deviation
- Bivariate data analysis
  - Scatter plots and lines of best fit
  - Data to inform decision making
- Probability
  - Relative frequency
  - Multi-step chance experiments

Faculty: PDHPE *Head Teacher*: Michael Kettels

***Course*: Personal Development, Health & Physical Education (Mandatory)**

Course Description
This course develops the student's capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle. The course encourages students to achieve confidence and competence in a wide range of physical activities. Students develop knowledge and understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

Course Aims
The aim of the PDHPE course is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Topics Covered

Personal Development, Health
- Celebrating Diversity
- Relationships
- Healthy Food Habits
- Body Image
- Lifestyle Disease
- Planning for Safety

Physical Education
- Athletics/Cross Country
- Fitness
- Dance
- Invasion Sports
- Net Sports
- Bat/racquet sports
- Ball sports

Faculty: Science *Head Teacher*: Michael O'Connell

***Course*: Science (Mandatory)**

Course Description
Through applying the processes of Working Scientifically, students will use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence. They will demonstrate honesty, ethical principles and respect for differing viewpoints on scientific issues.

By engaging in scientific inquiry, students will develop a deeper appreciation of the unique nature and development of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas. By providing opportunities for students to continue to strengthen these scientific capabilities, will help them further develop as scientifically literate citizens.

Course Aims
The aim of the *Science Years 7–10 Syllabus* is to develop students:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology

Topic Areas Covered

- Energy transfer through different mediums
- Motion of objects
- Laws of physics
- Uses of electricity
- Plate tectonics
- Interaction of Global Systems
- Sustainability of the environment
- Natural Selection
- Periodic Table
- Chemical Reactions

SUBJECT SELECTION

Students will choose two courses from the following 200 hour courses:

Creative Arts

- Music
- Photographic & Digital media
- Visual Arts
- Visual Design

English

- Drama

Human Society & Its Environment (HSIE)

- Commerce
- Geography Elective
- History Elective

Languages Other than English (LOTE)

- Chinese
- French
- Japanese
- Spanish

Personal Development, Health and Physical Education

- Physical Activity Sport Studies (PASS)

Technological and Applied Studies (TAS)

- Food Technology
- Graphics Technology
- Hospitality Fundamentals
- Industrial Technology – Engineering
- Industrial Technology – Metal
- Industrial Technology – Multimedia
- Industrial Technology – Timber
- Information & Software Technology
- Textiles Technology

CREATIVE ARTS

- **Music**
- **Photographic & Digital Media**
- **Visual Arts**
- **Visual Design**

Faculty: Creative Arts *Head Teacher:* Patricia Gettens

***Course*: Music (200 hours)**

Course Description
The Stage 5 Music Course extends the skills learnt in Years 7 and 8 in an exciting and enriching musical environment. Students should be considering learning a musical instrument or vocals or be having lessons with a private tutor already.

There are three main areas of study –

- Performance – Students participate regularly in performance activities. In class, solo and group performance are vital parts of music learning and students will also have the opportunity to use a variety of sound sources to explore musical styles.
- Composition – Students learn to create and experiment with traditional and other forms of modern music, such as jazz, rock and ethnic styles. Using music software technology and traditional forms of notation they will be able to arrange music for various combinations of instruments and voices.
- Listening – Students develop active listening skills for use in real world situations.

Course Aims
The aim of the course is to provide students with an opportunity to gain the knowledge, understanding and skills necessary to actively engage and enjoy performing, composing and listening. Their active engagement combining composing and listening as well as performance should ensure that music continues being a relevant part of their lives both now and in the future.

Topics Covered

- The mandatory topic of study is Australian Music
- The remaining topics are grouped into two areas of study. Students will study at least two topics from each of the groups below.

Group 1	*Group 2*
Baroque Music	Popular Music
Classical Music	Jazz
Nineteenth Century Music	Music for Radio, Film, Television and Multi-media
Medieval Music	Music of a Culture (different from Group 1)
Renaissance Music	Music for Small Ensembles (Group 2)
Art Music of the 20th and 21st Centuries	Music for Large Ensembles (Group 2)
Music of a Culture	Rock Music
Music for Small Ensembles (Group 1)	Music and Technology
Music for Large Ensembles (Group 1)	Theatre Music

Faculty: Creative Arts *Head Teacher:* Patricia Gettens

***Course*: Photographic & Digital Media (200 hours)**

Course Description
The Photographic and Digital Media course develops skills and understanding of technology based art forms. This is an exciting extension to or alternative for Visual Arts. Students will learn to create digital images through a range of computer programs while studying the practice of photographers and digital artists.

In practical lessons, students learn the technologies necessary to visually explore their ideas, while developing aesthetic understanding. They will work in both 2D and time based forms.

In theory lessons students investigate the work of photographers, digital artists, film makers and animators. They will become aware of the prominent role of photographic and digital media in contemporary society.

Course Aims
We live in a world dominated by photographic and digital images. Using photographic and digital media, students become actively engaged in visual forms of communication, by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of technology based art forms.

Topics Covered
In Photographic and Digital Media students will be given tasks that cover a wide range of topics. These will be explored through:

- Photography
- Photoshop manipulation
- Film, including animation

This will be supported through critical and historical studies using the conceptual framework, the frames, and practice, leading to a more complex understanding of contemporary photographic and digital images.

Faculty: Creative Arts *Head Teacher:* Patricia Gettens

***Course*: Visual Arts (200 hours)**

Course Description
Building on the Year 7 and 8 Visual Arts course, students will further develop their knowledge, understanding and skills to make artworks and to critically and historically interpret art. Visual Arts fosters interest and enjoyment in the making and studying of art, while building an appreciation of the role of art in society.

In practical lessons students will learn to apply new techniques to concepts that will become increasingly more sophisticated. As students develop their creativity and aesthetic awareness they will also develop a personal style.

In theory lessons, students will investigate artworks historically and critically, learning to respond both analytically and subjectively. This will allow students to develop a rich understanding of the world of art.

Course Aims
We live in a world dominated by visual images and objects. The Visual Arts course aims to engage students in visual forms of communication, by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of visual arts.

Topics Covered
In Visual Arts, students will work on topics such as still life, portraiture, landscape and abstractions. They will approach these through a range of media such as:

- Drawing
- Painting
- Sculpture
- Printmaking
- Ceramics

This will be supported through critical and historical studies using the conceptual framework, the frames, and artist's practice. This will lead to a more complex understanding of the visual arts.

Faculty: Creative Arts *Head Teacher:* Patricia Gettens

***Course*: Visual Design (200 hours)**

Course Description
Visual Design is an exciting extension to or alternative for Visual Arts. Students design and make imaginative artworks that fulfil a function. Visual Design emphasises problem solving and design aesthetics through which students create original images and objects.

In practical lessons, students learn design techniques and skills, exploring ideas and developing creative and aesthetic solutions.

In theory lessons students study the role of the designer in the past and in the contemporary world. As they learn about trends and styles, they will become aware of the prominent role of visual design in today's world.

Course Aims
We live in a world dominated by visually designed images and objects. The Visual Design course aims to engage students in visual forms of communication by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of visual design.

Topics Covered
In Visual Design students will be given design briefs that cover a wide range of topics. There are three main areas of designed images and objects to be explored depending on the interests of the class.

- Graphic Design – Decorative design, illustration, cartooning, advertising, poster design, magazine layout, using processes drawing, painting, printmaking and photography.

- Object – wearable art, jewellery, ceramics, vessels, theatrical props, fabric design, furniture.

- Space-Time – exhibition spaces, landscape design, stage design. interior design, architecture, window display

This will be supported through critical and historical studies using the conceptual framework, the frames, and designer's practice, leading to a more complex understanding of visual design.

ENGLISH

- **Drama**

Faculty: English *Head Teacher*: Rebecca Smith / Francesca Gerardi

***Course*: Drama (200 hours)**

Course Description
In Years 9-10, the 200 hour Drama course focuses on contemporary drama and the theatre practices of making, performing and appreciating drama. The course is active, experiential and reflective. The collaborative nature of drama engages students in a creative process of sharing, developing and expressing emotions and ideas. It involves students taking on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students will also learn about the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. Manipulation of a range of technologies including traditional, electronic and digital applications helps students achieve particular dramatic intentions.

Self-confidence, motivation and self-esteem are developed through devising, workshopping, rehearsing and performing individual and collaborative works.

Course Aims
The aim of the course is to engage and challenge students to maximise their dramatic abilities. It will enhance their enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Content Overview
In the 200 hour course, students will engage in an integrated study of the elements of drama within the context of playbuilding and a dramatic form or performance style.

Topics Covered
Students will cover topics such as:
- Improvisation
- Scripted drama
- Theatre in Education
- Realism
- Grotowski
- Comedy
- Mask
- Melodrama
- Musical Theatre
- Elements of production
- Film

HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

- **Commerce**
- **Geography Elective**
- **History Elective**

Faculty: HSIE *Head Teacher*: Claire Cartwright

***Course*: Commerce (200 hours)**

Course Description

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Course Aims

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Topics Covered

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Options

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

Faculty: HSIE *Head Teacher*: Claire Cartwright

***Course*: Geography Elective (200 hours)**

Course Description

Geography Elective is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Course Aims

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.

Topics Covered

Students are required to cover five of the following over the two year course.

1. Physical Geography - plate tectonics, climate, weather and other physical processes
2. Oceanography - the value of oceans and issues associated with them eg. Ownership and control, the impact of microplastics, whaling
3. Primary Production – issues include sustainable fishing, palm oil production, the Murray-Darling basin
4. Global Citizenship – addressing such issues as climate change, landmines, improving quality of life for people in developing countries
5. Australia's Neighbours – investigating regional issues such as population growth, population ageing, modernisation and economic growth, economic dependency, urbanisation, migration, political and human rights, access to resources, the role of transnational corporations, international aid, refugees, gender equality, health, environmental degradation, tourism, social cohesion
6. Political Geography – world politics and conflict resolution eg. South China Sea, Middle East
7. Interactions and Patterns along a Transcontinental Transect – investigating issues such as land degradation, urbanisation, loss of biodiversity, deforestation, resource depletion, hazard preparedness, human wellbeing, Aboriginal rights to lands and waters, Indigenous land rights
8. School-developed Option – Past examples include the role of the UN, human rights and the challenges of sustainability

Faculty: HSIE *Head Teacher*: Claire Cartwright

***Course*: History Elective (200 hours)**

Course Description

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

Course Aims

The aim of the History Elective Years 7–10 Syllabus is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.

Topics Covered

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

Examples of past learning include:

- Archaeology in the Ancient World
- Revolutions! France, Iran, Cuba
- Myth *vs* Reality: Who were the Real Vikings?
- Ancient Rome: Who would be the Ultimate Survivor?
- The Colosseum: Triumph or Tragedy?
- Reconstruction in Post WWII Germany: How should the past be remembered? When should we forget?
- The Salem Witch Trials
- Religion and Ritual
- The US Civil Rights Movement Yesterday and Today: Do Black Lives Matter?
- How is History Constructed?
- Individual Investigative Projects

LANGUAGES OTHER THAN ENGLISH (LOTE)

- **Chinese**
- **French**
- **Japanese**
- **Spanish**

Faculty: LOTE *Head Teacher*: Ruth Joynes

***Course*: Chinese (200 hours)**

Course Description
Chinese can be studied as an elective course for 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin Chinese in Year 9 without having prior knowledge of Chinese. On completion of the 200 hours course, students can continue on and study Chinese Continuers at an HSC level.

Course Aims
The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Topics Covered

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink - eating out and cooking
-

Faculty: LOTE *Head Teacher*: Ruth Joynes

***Course*: French (200 hours)**

Course Description
French can be studied as an elective course for 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin French in Year 9 without having prior knowledge of French. On completion of the 200 hours course, students can continue on and study French Continuers at an HSC level.

Course Aims
The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Topics Covered

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

Faculty: LOTE *Head Teacher*: Ruth Joynes

***Course*: Japanese (200 hours)**

Course Description
Japanese can be studied as an elective course for 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin Japanese in Year 9 without having prior knowledge of Japanese. On completion of the 200 hours course, students can continue on and study Japanese Continuers at an HSC level.

Course Aims
The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Topics Covered

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

Faculty: LOTE *Head Teacher*: Ruth Joynes

***Course*: Spanish (200 hours)**

Course Description
Spanish can be studied as an elective course 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin Spanish in Year 9 without having prior knowledge of Spanish. On completion of the 200 hours course, students can continue on and study Spanish Continuers at an HSC level.

Course Aims
The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Topics Covered

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink - eating out and cooking

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

- **Physical Activity Sport Studies**

Faculty: PDHPE *Head Teacher*: Michael Kettels

***Course*: Physical Activity & Sport Studies (200 hours)**

Course Description
Physical Activity & Sports 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 physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

Course Aims
The aim of the Physical Activity & Sports Studies is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Topics Covered

- Body Systems
- Lifestyle, Leisure and Recreation
- Nutrition and Physical Activity
- Promoting Active Lifestyles
- Technology, Participation and Performance

TECHNOLOGICAL & APPLIED STUDIES (TAS)

- **Food Technology**
- **Graphics Technology**
- **Hospitality Fundamentals**
- **Industrial Technology – Engineering**
- **Industrial Technology – Metal**
- **Industrial Technology – Multimedia**
- **Industrial Technology – Timber**
- **Information & Software Technology**
- **Textiles Technology**

Faculty: Technological & Applied Studies *Head Teacher (Relieving):* Johanne Doherty

***Course*: Food Technology (200 hours)**

Course Description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life as well as the importance of the food supply and nutrition to the future of humanity.

Course Aims
The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Topics Covered
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, nutrition and consumption) will be studied.

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

***Course*: Graphics Technology (200 hours)**

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

Course Aims
The aim of the *Graphics Technology Years 7–10 Syllabus* is to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

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

Students undertaking 100 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics that could include:

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

This course will lead to Industrial Technology and Design & Technology in Stage 6.

***Course*: Hospitality Fundamentals (200 hours)**

Course Description
Hospitality Foundations / Pathway to Stage 5 VET Hospitality is being offered to students at St Ives High School.

Students will commence their study in Year 9 with an introduction to the world of work. Students develop, track and demonstrate a range of employability and enterprise skills including industry standards for work in a commercial kitchen.

At the commencement of Year 10, students will begin their study under the qualifications from the Tourism, Hospitality and Events Training Package (SIT10216) Certificate I in Hospitality Certificate I in Hospitality

Course Aims
Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries.

Working in the hospitality industry involves:
- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- planning and organising events and managing services

Topics Covered

Year 9- Hospitality Fundamentals
- Nutrition and consumption
- Food selection and health
- Food service and catering
- Food for special occasions

Year 10- Certificate I in Hospitality
See next page for details

It is recommended that Food Technology would complement Hospitality Fundamentals.

Hospitality Stage 5 Course Descriptor

Public Schools NSW, Macquarie Park RTO 90222

QUALIFICATION: SIT10216 Certificate I in Hospitality

The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

Course: **Hospitality** (Stage 5 - 100 indicative hours)	Board Endorsed Course Number: 89489

The SIT10216 Certificate I in Hospitality is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the **SIT Tourism, Travel and Hospitality** Training Package (Release 1.1) (https://training.gov.au/Training/Details/SIT). You will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA.

SIT10216 Certificate I in Hospitality

3 Core	**3 Electives**
BSBWOR203 Work effectively with others SITXCCS001 Provide customer information and assistance SITXWHS001 Participate in safe work practices	SITXFSA001 Use hygienic practices for food safety Group A TLIE1005 Carry out basic workplace calculations Group B SITHCCC003 Prepare and present sandwiches Group B **Additional unit of competency delivered to meet RoSA/NESA requirements** SITHFAB005 Prepare and serve espresso coffee -Elective

Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted

Pathways to Industry Skills gained in this course transfer to a variety of hospitality occupations in the following settings:

- restaurants
- hotels
- catering operations
- clubs

Examples of occupations in the Hospitality Industry

- food runner
- café attendant
- catering assistant
- barista
- wait person

Mandatory course requirements to attain a RoSA credential in this course

It is strongly recommended that project and work based learning opportunities be used as a teaching and learning strategy throughout the course. This could include group project work, individual research or other activities that meet the learning needs of students. There is a range of careers, enterprise and work education programs currently operating in schools that may be linked to this course.

Admission Requirements

To enrol in **SIT10216 Certificate I in Hospitality,** students should be interested in working in a Hospitality environment, preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held equipment.

Students may be required to participate in out of school hour events and functions. There will be homework, research activities and assignments. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.

Competency-Based Assessment: Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.

Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.

Course consumables: $148

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Exclusions: N/A

***Course*: Industrial Technology - Engineering (200 hours)**

Course Description
Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Course Aims
The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop in students knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

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

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

- Control Systems
- Alternative Energy

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

- trebuchets
- CO_2 vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Engineering Studies in Stage 6.

***Course*: Industrial Technology – Metal (200 hours)**

Course Description
Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Course Aims
The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

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

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

- Fabrication
- Machining

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

- dust pan
- tool box
- brass key ring
- candle holder

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology and Design & Technology in Stage 6.

***Course*: Industrial Technology – Multimedia (200 hours)**

Course Description
Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Course Aims
The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Topics Covered
The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in photographic or multimedia-based technologies.

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

- photographic presentations
- brochures incorporating graphic and/or photographic images
- journals with photo, graphic or video images
- computer animations
- webpages
- comic books
- magazines
- short films
- podcasts

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology and Design & Technology in Stage 6.

***Course*: Industrial Technology – Timber (200 hours)**

Course Description
Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Course Aims
The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

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

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

- Cabinetwork
- Wood Machining

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

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

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology and Design & Technology in Stage 6.

***Course*: Information & Software Technology (200 hours)**

Course Description
People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

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

Topics Covered
The core content to be covered in this course is integrated into the options chosen within the school.

The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems

***Course*: Textiles Technology (200 hours)**

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

Course Aims
The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning the properties and performance of textiles and apply their knowledge of design to create innovative projects

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

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

ENRICHMENT PROJECTS

Pattern of Study - 4 periods per fortnight in Year 9 only

Students will choose two subjects from the following list and reserve as per online instructions

- Cake Boss: 'I decorate cakes … what's your superpower?"
- Cultural Studies
- Explore Basketball - Have you got the passion to play, coach and referee basketball?
- Textile Creativity for Wellbeing
- Financial Literacy for Life - It's not what you earn, it's what you do with it!
- How does science actually work?
- Human Movement - How do athletes reach their peak performance?
- Introduction to Philosophy - Can philosophy help us navigate the 21st Century?
- Music - Live in Concert
- STEM – So you want to build a robot?
- Street Art … making a statement
- Wellbeing

CAKE BOSS
‘I decorate cakes…..what’s your superpower?’

Discover

- An understanding of basic cake decorating skills
- An awareness of creative thinking, planning and design skills required to produce industry quality decorative cakes
- An understanding of career paths for someone interested in the cake decorating industry
- Confidence in the use of tools and equipment used in cake decorating

Create

- Students will produce a number of flavoured cupcakes in order to master their own signature flavour.
- They will then use these cupcakes as a foundation to create amazing, creative, professionally decorated cakes using a combination of techniques such as piping and layering of fondant.
- This project will culminate in students producing a cupcake tower of professionally decorated cupcakes for the function of their choosing.

Share

Students will share their knowledge in a number of forums. Some examples may include:

- Students projects will be shared on the school newsletter and Facebook page.
- Samples of students design work will be displayed in the school front office or at St Ives Shopping Village.
- Students will develop their own “cake decorating” web-site or Instagram page.
- If there are any cake decorating competitions on at the time of this project, students will enter this competition.

If you have questions about this course,
please go to the TAS Staffroom

CULTURAL STUDIES

The Cultural Studies is a course designed to instil in students an awareness and appreciation of the complexities of various regions in the world (such as Europe or Asia) as a global political, economic and cultural entities. It is a cross-curricular offering between the HSIE and Languages faculties.

The course looks both at the theories and research within the field of Cultural Studies and the class then selects a range of individual case studies of countries within Europe or Asia to study in greater depth. Students will gain an understanding of the geography, historical influences and contemporary issues that gain media attention both overseas and here in Australia. They will also study the basics of language and cultural customs from the selected case studies.

Some topics could include:

- Why Brexit?
- Independence movements (Catalonia/Scotland)
- The fears of Europe – islaminisation and cultural loss
- Revolutions – France to Russia
- Technology start-up nations
- Honour and Kamikaze culture
- How does manga change how one sees oneself?

Students will gain skills in research, organisation, presentation and critical analysis and evaluation. Assessment will be in the form of projects, both with individual and group components, culminating in a chosen Project Based Learning research task.

This project could take the form of a creative writing piece, a film or advertisement, an artwork dependent on the parameters set by the students in negotiation with the teacher.

Cost: Nil. However, we aim to have excursions to museums or universities which will incur a fee charged at the time.

If you have questions about this course,
please go to the LOTE Staffroom

EXPLORE BASKETBALL

Have you got the passion to play, coach and referee basketball?

Discover

- An awareness and appreciation of the fundamental skills needed to coach and referee basketball. Including the attributes needed by a coach and referee to ensure player welfare and skill level is nurtured appropriately in a fun, safe environment.
- An understanding of basic rules of the game; introduction to officiating and how to manage players with confidence.
- The basics of coaching basketball including fundamentals of dribbling, passing, shooting; offensive and defensive patterns and tactical awareness.
- Elements to be considered when designing a training session including providing an overview, health & safety considerations, warm-up and cool down, skill instruction, conditioning and evaluation.
- Links between school based activities, local clubs and local community events that students can participate as a player, coach and/or referee.
- How to develop and strengthen your skills in leadership, organisation and creativity.

Create

Assessment will be based on the completion of:

- The "*Aussie Hoops*" program designed to manage player groups, teaching methodology and game coaching.
- The Australian Sports Commission's *"Beginning Coaching - General Principles online course"*
- Attending approximately ten incursions/excursions run by Michael Agostino (Hornsby Ku-ring-gai Basketball Association).
- Organise and referee a junior basketball match.

At the conclusion of the course candidates will have competence in the following areas: basic basketball coaching for junior players (managing groups, teaching skills, and game coaching). They will be well equipped to undertake higher levels of coaching (i.e. school team, representative team) and further accreditation - i.e. sitting a "Club Coach Course" (NCAS Accredited).

Share

- As part of their learning journey, students will complete and present a research project which will include the history of basketball; officiating the game; player profiles and coaching responsibilities.
- Share their skills of coaching and officiating through collaboration with others; taking responsibility and demonstrating initiative.

If you have questions about this course,
please go to the PE Staffroom

TEXTILE CREATIVITY FOR WELLBEING
How can textile creativity be used to promote the wellbeing of yourself and others?

Discover

- Choose your own textile or craft project to create a gift for someone. Ideas include, knitting, crochet, macramé, machine sewing, embroidery, tie-dyeing fabric painting, scrapbooking, mosaics and more.
- Learn the skills of your chosen project by seeking expertise from your family, the community, the internet, your teacher and others in the school.
- Discover the wellbeing associated with making things – research shows that creative, hands-on activities are powerful tools for creating good mental health.

Create

- Complete a creative project using the skills you develop – in other words, make something to completion.
- Create a sense of achievement and wellbeing for yourself through the creative process.
- Turn your chosen project into a hand-made gift for someone for the benefit of their wellbeing.

Share

- Give your gift to your chosen recipient.

If you have questions about this course,
please go to the TAS Staffroom

FINANCIAL LITERACY FOR LIFE
It's not what you earn it's what you do with it!

**For those who don't do Commerce*

Discover

- How to get a tax file number?
- How to manage a bank account?
- How to choose the best credit card for you?
- How do I get a good credit rating?
- What is this strange thing called 'superannuation?'
- What is a spreadsheet and what use is it?
- How to present yourself for a job interview
- What are the steps to buying my first property?
- Who are the Reserve Bank and why do I need to know about them?

Create

A portfolio of work containing -

- Their tax file number
- Research on a variety of superannuation funds presented in a spread sheet
- Credit card research
- Research on the current property market and the connection to the RBA
- Photo of me in my interview outfit on the front of the portfolio
- An up to date CV

Share

- At the end of the semester, students will give a short presentation about the information in their portfolio dressed for an interview.
- This could be used when the students present to job interviews in the coming years.
- Incorporate local bank manager in to assist with some of the key points of credit and investment

If you have questions about this course,
please go to the HSIE Staffroom

HOW DOES SCIENCE ACTUALLY WORK?

Discover

- Early Philosophers
- Logic, how do we actually know something?
- Evolution of the Scientific method
- Theories, beliefs and facts
- What does it take to make a model?
- Experimental design
- Statistical analysis
- Fact or fallacy, testing claims
- Objectivity in Science
- Ethics in Science

Create

Students will conduct research in areas of interest and produce a range of products. Some examples may include:

- Written reports
- Literature reviews
- Researching areas of interest
- Debates
- Speeches
- Scripting and presenting scenarios and Hypothetical discussions

Share

Students will share their knowledge in the way listed above. Authentic audiences and peer review will be utilised.

If you have questions about this course,
please go to the Science Staffroom

HUMAN MOVEMENT
How do athletes reach their peak performance?

Discover

- The structures and systems of the human body
- The mechanical, physical and biomechanical processes that support the body's function.
- The physiological adaptations of the body during and after exercise
- Anatomical positions and directional terms
- Physiological adaptations during and after exercise
- Nutrition and hydration for exercise
- Biomechanics and movements during various sports

Create

- Assessment will be in the form of projects, both with individual and group components.
- Research a chosen elite athlete; analyse this athlete's biomechanics and your own using applications and online tools.
- Work collaboratively to create a website for the school community to access.

Share

- Findings will be presented to create a resources for the library
- Website will be open for wider community access.

If you have questions about this course,
please go to the PE Staffroom

INTRODUCTION TO PHILOSOPHY
Can Philosophy help us navigate the 21st Century?

Discover

- An understanding of the basic strands of philosophy
- An awareness and appreciation of the way philosophy enables us to think about sophisticated concepts and beliefs in any subject area
- Deeper understanding of individual philosophy strands with a focus on personalities and movements
- How to interrogate problems both real and hypothetical; identify fallacy; conduct logical debate; and promote ethical solutions
- How to develop and strengthen our 21st century skills in research, discussion, critical analysis, debate, evaluation and persuasion

Create

- Students will participate in projects based on an area of interest. These will include both individual and group components. There will be a maximum of 2 projects each semester.

Share

Students will share their knowledge in a number of forums. Some examples may include:

- Running mini-lessons
- Researching areas of interest
- Debates in front of professional adjudicators
- Presenting speeches to authentic forums
- Scripting and presenting scenarios and
- Hypothetical discussions
- Audio-visual or multimedia which will be presented on the school website

If you have questions about this course,
please go to the English Staffroom

MUSIC - LIVE IN CONCERT

Discover

Teenagers learn to communicate through their music, and often form friendships and collaborations with other students through sharing of their musical tastes. Students will learn valuable skills through investigating venues and hearing from guest presenters. Confidence in performance skills will be enhanced through development of concert repertoire. Music and concert production is a sociable activity, which can bring community groups together in positive and memorable ways.

Create

Concert production ideas and themes will be formulated through investigation of venues and styles of performance. Students will develop staging plans and design lighting and sound plans as well as consider costume as it relates to differing styles of music. They will attempt to present a concert which includes cohesive musical performance, and appeals to their peers.

Students will:

- *Learn about concert production values*
- *Perform a repertoire of enjoyable pieces*
- *Develop and improve ensemble skills*

Students in this course would extend their performance skills from the Year 8 mandatory course to consider the processes of working in ensembles. Not only will they learn riffs, songs, and perform in front of audiences, they will also develop variety of skills, qualities and abilities in terms of staging. These skills are important for the modern musician who needs to be able to exhibit self-reliance and independence as well as being able to collaborate effectively with other musicians and venue organisers.

Share

Students will be encouraged to stage and develop repertoire and costume to present a cohesive concert for performance, at school or other venues.

Fees will include some excursions.

If you have questions about this course,
please go to the Art-Music Staffroom

STEM

So you want to build a robot?

Discover

- STEM principles and apply them to robots and micro:bits
- Coding (no experience necessary!) with Python and EV3 Programming
- Electronics and build circuits
- Robots with EV3 Mindstorms and microcontrollers

Create

- Solutions to real life problems with the micro:bit
- Experiments involving the micro:bit and the inventor's kit
    - Flick scoreboard for mini soccer
    - Reaction time game
    - Compass to tell direction
    - Step counter to test your fitness
    - Power a motor using the micro:bit
    - Creating a rainbow of light with RGB and other LEDs
    - Remote control a buggy (Bit:Bot)
- A world of possibilities when solving problems with code
- Robots that can be controlled to solve simulated real life problems
- Competition when going against others with your robot in the FLL competition robot game

Share

- Students can use their solutions from the robot game to compete in the FLL challenge (run annually at Macquarie University)
- Participate in Robocup (UNSW)
- Innovative solutions created by the micro:bit to solve everyday problems
- Games created by the micro:bit

If you have questions about this course,
please go to the TAS Staffroom

STREET ART…..MAKING A STATEMENT

Discover

How can we use Street Art to communicate ideas and raise awareness of important issues?
This course aims to provide creatively motivated students with an exciting glimpse into the world of contemporary art practice. To inspire our students they will experience the practice of guest artists, and technical workshops, aiming to create collaborative artworks with conceptual strength and resolution which can convey big ideas.

Create

Students will complete a range of forms which may include:

Spray painting
Graffiti
Site specific street art
Murals
Installations

Students will be exposed to the conceptual and technical possibilities of visual arts in today's world. Connections with contemporary spaces will be an exciting link to the practice of local and international artists.

In their artmaking, students will explore a range of conventions within their practice such as colour and compositional devices, spatial relationships, the significance of site and the development of a personal language of representation. They will make informed choices to shape meaning, working individually, in groups and in collaboration with others. Students will focus on issues of significance to their school and culture to generate ideas which will build a strong platform for the elective Stage 5 and 6 courses.

Share

Students will be exposed to curatorial practice in the form of individual and collaborative artworks that will be exhibited in the community, developing an understanding of a contemporary audience. This could be through finding sites at school and/or at local venues which can be sourced through contact with local councils and/or businesses. Opportunities will be sought to support community groups through site specific works created by our students

If you have questions about this course,
please go to the Art Staffroom

WELLBEING

Explore

Essentially this course is about what it means to be well. It involves first hand experiences of volunteering, gratitude and the exploration of nutrition and activity upon our physical and mental health. Workshops with a qualified Nutritionist, visits to a BUPA retirement village, workshops in self defence, the study and practice of mindfulness along with time to undertake personal research on a related topic, all combine to create a course that can only be good for you!

Create

Assessment will incorporate:

- Participation - The entire course is hands on with opportunities to create and implement their own wellbeing focus.
- Thesis Question - Students will select their own area of wellbeing to explore and research.

Share

Following their thesis research, students will collate findings into a platform to educate others. This may take the form of a website, blog, info graphic, poster, podcast, video and more …

If you have questions about this course,
please go to D1 to see Ms McGurgan