

# **BELMONT HIGH SCHOOL**



## **Year 10 Curriculum 2022**

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## INTRODUCTION

The purpose of this booklet is to inform parents and students of the relevant information pertaining to the completion of Year 10 and award of the RoSA (Record of School Achievement) and the selection of elective subjects.

Students will be required to study a **Mandatory Core** of subjects: English, Mathematics, Science, History, Geography, and PD/H/PE. In addition, students will choose two elective subjects to complete in Year 9. They may then opt to continue these choices in Year 10, or vary their pattern of study.

It should be noted that, with the exception of Languages other than English (LOTE), none of the subjects being elected are prerequisites in Higher School Certificate study. It is possible therefore for students to make other elective subject choices for their HSC after having successfully completed Year 10.

Please note that some electives have a fee to cover the materials for these subjects. All subject contributions should be paid in full by Week 5 Term 1 or by negotiation with the Principal.

Should parents and pupils require additional information, they should seek the advice of the faculty Head Teachers, Year Advisers, the Deputy Principal or the Careers Adviser.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Courses studied in Years 9 and 10, and student achievement within those courses, are acknowledged on a student's Record of School Achievement (RoSA) which will be awarded when the student completes their secondary schooling. For some students this may be after the completion of Year 10 (students must be 17), but for many it may be at the completion of Year 11 or final attainment of the HSC.

To qualify for the award of the RoSA students must have:

- **followed** the course developed or endorsed by NESA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes

## SCHOOL-BASED EXAMINATIONS, ASSESSMENT AND REPORTING

During Years 9 and 10 students will be required to do a variety of tasks which are used for the purpose of school-based assessment. Tasks will vary from subject to subject and can range from formal examinations, class based topic tests, assignments, oral tasks, portfolios of work and major projects.

At Belmont High School students are expected to complete all assessments tasks. All students are awarded a grade (A, B, C, D or E) in each subject based on the performance in the assessments tasks measured against the performance descriptors for each course.

A booklet containing the school assessment policy, course performance descriptors and assessment schedules for all subjects is issued to students during Term 1 of Year 10.

Students in Years 9 and 10 receive a half yearly and yearly report. Where students are not applying themselves diligently to their coursework, a letter of concern about pupil performance will be sent to the parents/caregiver as an initial contact.

## STUDENTS AT RISK OF N-DETERMINATION

Students who do not satisfy course requirements may be given an N Determination. If a student is given an N Determination in any core subject (English, Mathematics, Science, History, Geography, and PD/H/PE) they **will not qualify for the RoSA**. Students who are not satisfying course requirements are notified in time for them to make the necessary improvements. These notifications are posted home and are called N Award Warning letters. If, after two warnings, the student has not made the necessary improvements they may be given an N Determination in that subject.

### **Examples of reasons why students may receive an N Award warning include:**

- failure to meet course outcomes
- lack of participation in class work
- failure to submit an assessment task
- failure to complete class work or homework

### **The Award of the Record of School Achievement**

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. As there is no external examination at the end of Year 10, it is vitally important students apply themselves diligently to the learning and assessment experiences provided by the school.

### **A FINAL NOTE**

If you have any concerns about the progress or learning of your student, or any problems relating to attendance or other matters which may affect their eligibility or success, do not hesitate to contact the relevant Year Adviser so that solutions can be found.

## CURRICULUM REQUIREMENTS

The curriculum students will study in Years 9 and 10 has TWO components:

- Mandatory subjects
- Elective subjects

### MANDATORY SUBJECTS

Mandatory subjects contain knowledge and skills and develop attitudes which are considered essential learning for all young adults in today's world.

The core subjects are determined by NESAs. These subjects are:

- English
- Geography
- History
- Mathematics
- PD/H/PE
- Science
- Sport

### ELECTIVE SUBJECTS

Elective subjects make valuable contributions to a young person's education and social development.

At Belmont High School students' study FOUR elective subjects. Two subjects will be studied in Year 9 and two subjects in Year 10.

Students may study an elective for one or two years. During Year 9, students will select their Year 10 electives. There may be scope for a student to continue with the same elective they studied in Year 9.

Students in Year 9 will study Course A and students in Year 10 will study Course B.

#### **Please note carefully:**

- While all subjects are offered, it may not be possible to form classes in every subject. After the initial free choice, some students may have to make another choice from a given group of subjects.
- Some subjects have contributory costs and dress requirements. Please refer to attached lists.
- The following subject notes are intended to provide students and parents with guidelines so that the best choice for each student can be made.
- Please consider your choices carefully, as changes to those choices can only be made under rare and particular circumstances, and only if it is possible to do so.
- Elective choices are completed using an online system. A separate instruction sheet has been given to students to explain this process.
- Only in exceptional circumstances will a student be allowed to change an elective subject and then only in the first 5 weeks of Term 1.

## SCHOOL CONTRIBUTION and SUBJECT COSTS

General School Contribution:                 \$75

### SUBJECT CHARGES

<b>CAPA</b>	
DANCE	No fee
DRAMA	No fee
MUSIC	No fee
VISUAL ARTS	\$50 per year
VISUAL DESIGN	\$50 per year
<b>HSIE</b>	
ABORIGINAL STUDIES	No fee
COMMERCE	No Fee
LANGUAGES - JAPANESE	No Fee
WORK EDUCATION	No Fee
<b>PDHPE</b>	
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) B1	No Fee
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) B2	\$30 (Plus additional costs for venue fees and excursions)
<b>TAS</b>	
CHILD STUDIES	\$20 per year
FOOD TECHNOLOGY	\$80 per year
GRAPHICS TECHNOLOGY	\$15 per year
INDUSTRIAL TECHNOLOGY—ELECTRONICS	\$60 per year
INDUSTRIAL TECHNOLOGY—TIMBER	\$60 per year
TEXTILES TECHNOLOGY	\$20 per year

# **MANDATORY COURSES**

# ENGLISH

## Content and Text Requirements for Stage 5

Over Stage 5, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

STAGE 5	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each year** of Stage 5 students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts

Across the stage, the selection of texts **must** give students experience of:

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



# GEOGRAPHY

The Stage 5 Geography Course is mandatory. The students will learn about the following topics:

## Year 9 Course

Sustainable Biomes  
Changing Places

## Year 10 Course

Environmental Change and Management  
Human Wellbeing

Students will develop skills in the following areas:

- Geographical skills
- Fieldwork skills
- Understanding people and places

# HISTORY

The Stage 5 History course is mandatory. The students will learn about the following topics:

## Year 9 Course

- The Industrial Revolution
- Movement of Peoples
- Making a Nation (Australia)
- Australians at War: WWI and WWII

## Year 10 Course

- The Holocaust
- Australia and the Vietnam War era
- Changing Rights and Freedoms
- The Globalising World - Popular Culture

Students will develop skills in the following areas:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and Communication

## MATHEMATICS

### **Aim**

The aim of Mathematics in Kindergarten to Year 10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

### **Levels of Courses**

The *Mathematics Years 7-10 Syllabus* forms part of the continuum of mathematics learning from Kindergarten to Year 10. In order to meet students' vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required in Years 9 and 10. The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics.

Stage 5.1 content is designed to meet the needs of students who achieve Stage 4 outcomes during Year 9 or 10.

Stage 5.2 content builds on the content of Stage 5.1 and is designed for students who have achieved Stage 4 content generally by the end of Year 8 or early in Year 9.

Stage 5.3 content includes the 5.1 and 5.2 content and is designed for students who have achieved Stage 4 outcomes before the end of Year 8.

Although the syllabus arranges the content in stages, it is written with the flexibility to enable students to work at different stages in different content areas.

## PDHPE

PDHPE is a mandatory course of study that aims to provide students with opportunities to develop skills in a variety of physical activities and sports while promoting the benefits of engaging in lifelong physical activity. The course also assists students to develop the necessary skills, knowledge and values that enable them to make informed decisions and therefore value and lead healthy and fulfilling lifestyles. With the ever-increasing nature and severity of adolescent health concerns, the importance of health education in the school setting cannot be understated.

All requirements for the Curriculum and NESAs are appropriately covered in Stage 4 for Years 7 and 8 and Stage 5 for Years 9 and 10 in the three Content Strands which are as follows: Health, Wellbeing and Relationships; Movement Skill and Performance and Healthy, Safe and Active Lifestyles.

Students achieve the outcomes of each strand by developing skills in communicating, decision-making, problem-solving, planning, interacting, moving and self-management.

It is important that PDHPE be taught in a relaxed and supportive atmosphere. This is achieved by promoting a positive relationship between teachers and students with an atmosphere of trust, mutual respect and support.

## SCIENCE

The study of Science in Stages 4 and 5 develops student's scientific knowledge and understanding, skills and values and attitudes within the broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences.

As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing science. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

Students work individually and in teams in planning and conducting scientific investigations. They are encouraged to analyse data and draw conclusions. It is through this inquiry and investigation that students develop a deeper appreciation of scientific processes.

## SPORT

School sport operates every Thursday afternoon over the 4 terms. There is a wide choice of activities catering for individual student needs with an increasing emphasis on adolescent fitness. Sport choices are conducted on a system of rotation to ensure all students have the opportunity to experience the range of choices throughout their school life.

Sport fees are kept to an absolute minimum and vary according to the activity and the need for transport. There are sports that require payment in advance as well as others that are paid on a weekly basis. There are always sports that have no cost.

School sports activities include: swimming, surf survival, surfing (surf survival is a prerequisite), trampoline sports, springboard diving, softball, netball, yoga, basketball, soccer, touch football, cricket, tennis, indoor cricket, futsal soccer, ice skating, golf, self-defence, weight training, fitness, walking, dance, drama, vocal performance, resistance training, beach games and beach fitness. The sports choices available are related to the summer/winter seasons

### **School Carnivals**

Belmont High School has three carnivals conducted annually. These are Swimming, Cross Country and Athletics. Our carnivals are very important days on our school calendar that are seen as a celebration of our school community as well as an opportunity for students to perform to the best of their ability with School, Zone, Region and State representation in mind. These carnivals are compulsory for all students. Carnivals are considered normal school days and therefore attendance is compulsory.

### **Knockout Competitions**

Our school offers knockout competitions in most sports based on the interests and needs of our students as well as available facilities. These games are usually played within normal school hours. Teaching staff volunteer their time to organise, coach and motivate students for these competitions. Parental support is not only welcomed but encouraged.

Sport is mandatory for all Year 7 to 10 Department of Education students.

**ELECTIVE**

**COURSES**

## ELECTIVE COURSES

Students will make subject selections from the following subjects:

### **CAPA (Creative and Performing Arts)**

- DANCE
- DRAMA
- MUSIC
- VISUAL ARTS
- VISUAL DESIGN

### **HSIE (Human Society and Its Environment)**

- ABORIGINAL STUDIES
- COMMERCE
- LANGUAGES – JAPANESE
- WORK EDUCATION

### **PDHPE (Personal Development, Health and Physical Education)**

- PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) 2A
- PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) 2B

### **TAS (Technological and Applied Studies)**

- CHILD STUDIES
- FOOD TECHNOLOGY
- GRAPHICS TECHNOLOGY
- INDUSTRIAL TECHNOLOGY – ELECTRONICS
- INDUSTRIAL TECHNOLOGY – TIMBER
- TEXTILES TECHNOLOGY

## SUBJECT SELECTION PROCESS

Students will be emailed to their Department of Education email address a web code which will be entered into the website <https://my.edval.education/login>.

Students will be required to enter two (2) choices in preferential order. They will also be asked to enter 2 reserve subjects in order in case their preferred options are not available.

This information will be provided in the email.

## CAPA

## DANCE

**Course Cost: No fee**

### Course Description

The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students, investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement. During this course students will learn technical skills to enhance performance and will be presented with performance opportunities within the school and at Hunter Dance Festival. Students will learn to collaborate with their peers and choreograph movement to convey a specific theme or idea to the audience. Dance will have a practical and theory component that will explore Cultural Dance, Dance in Film (technology based), Shapes in Space and the appreciation and analysis of famous dance works.

Dance students value participation in practical workshops, with an emphasis on collaboration, teamwork and respect for learning outcomes. They also have a desire to perform or to create choreographed movement.

### Course B – Year 10 (100 hours)

- Anatomy and Body Mechanics
- Composition (including group and solo performances)
- Appreciation (analysis of a diverse range of famous choreographers)
- Dance in Film (student's own creations)

## DRAMA

**Course Cost: No fee**

### Course Description

This is not only a course for actors, but students who are interested in other aspects of theatre such as direction, scriptwriting, sound, lighting, projection, costumes, set and stage design, where they will be able to explore, develop and present these skills with others. This subject is a collaborative practical work where students actively participate in performance and production elements of Drama to share, develop and express emotions and ideas in creative and highly stylized ways which reflect their perceptions of the world.

Students will refine their understanding and appreciation of Drama by attending live performance excursions, theatre workshops and will have the opportunity to take part in some of the following: Dramaworks and Hunter Drama Showcase, Shakespeare Carnival, Hunter Drama Showcase and State Drama Festival where they will develop their communication, confidence and stage presence in a professional setting.

Drama students value participation in practical workshops, with an emphasis on collaboration, teamwork and respect for learning outcomes. They also have a desire to perform or to create the staging of a performance.

### Course B – Year 10 (100 hours)

- Monologues
- In school Shakespeare Festival
- Class Play for Performance
- Characterisation through the work of Mike Leigh
- Reviewing a Professional Theatre Performance

## MUSIC

**Course Cost: No fee**

### Course Description

Music is a subject that you can continue studying through to Year 12. It is an advantage for students electing music to have studied a musical instrument or voice. It is important though that they are aware that performance activities make up a large part of class work and assessment tasks. To support this, students are encouraged to participate in one of the school ensembles to assist in developing their technical skills and gain performance experience to build confidence and ability.

The aim of the course is to develop students' understanding and enjoyment of music. The course comprises the following: Students will be given the opportunity to become proficient on an instrument of their choice and/or singing. Instruments available at school include flute, clarinet, saxophone, trumpet, trombone, drums, guitar, bass guitar, ukulele, electronic keyboard, piano and voice, guitars, piano, synthesizer, and classroom tuned and untuned percussion.

Music is one of the few disciplines which involve using both sides of the brain. It fosters creativity, logical thought and social skills through practical hands on experiences. Music education helps foster an awareness and appreciation of various cultural traditions. Most importantly, it helps students develop a sense of achievement and personal satisfaction.

### Course B – Year 10 (100 hours)

- Popular Music (Rock Focus)
- Music for Large Ensembles
- Theatre Music
- Film Music

## VISUAL ARTS

**Course Cost: \$50 per year**

### Course Description

The course allows students to explore techniques and ideas around making artwork as well as investigating how and why artists do what they do. The course aims to provide students with the opportunity to learn a wide range of artmaking skills and then the scope to apply these skills to their own projects.

### What will students learn about?

Guided through themed units of work students will learn about the building blocks of art and then extend their skill set. Students will also engage in understanding and discussing how to analyse artworks.

- Art materials and how to use them
- The elements of art and design
- How to analyse and discuss artwork
- Colour theory and mixing
- Hand building with clay
- Art history as well as contemporary art practice

### What will students learn to do?

Students will learn foundation skills across 2D and 3D mediums as well as how to create their own Body of Work from sketch to completion.

- Drawing
- Painting
- Photography
- Sculpture
- Printmaking

### Course B – Year 10 (100 hours)

Metamorphosis

Appropriation

## VISUAL DESIGN

**Course Cost: \$50 per year**

### Course Description

This course allows students to explore a variety of techniques, focuses and themes within the Visual Design course. Differing from Visual Arts, this subject delves deeply into applying and learning skills with object design, product application and digital media the focus.

### What will students learn about?

Use of Adobe Creative Suite  
The creation of templates for 3D construction  
The technical development of animated GIFS  
Researching products, specific markets and product identity  
Developing products to sell in a marketplace

### What will students learn to do?

Digital camera use  
Editing photographs  
Storyboarding a narrative

### Course B – Year 10 (100 hours)

Digital Animation/Adobe Animate and Photoshop  
Product Design and Branding

## HSIE

## ABORIGINAL STUDIES

**Course Cost: No fee**

### Course Description

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the fundamental significance of land and spirituality, the importance of autonomy and self-determination, and contemporary issues affecting local Aboriginal communities and communities across Australia. Students have opportunities to develop research and consultation skills to engage respectfully with Aboriginal communities, and become active and informed advocates for a just and inclusive world.

Aboriginal Studies is designed to be inclusive of all students in NSW schools, and is of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

### Course B – Year 10 (100 hours)

**Core:** Aboriginal Self-Determination and Autonomy.

**Topics:** *Each topic includes a Case Study*

### Study ONE or more of the following options:

- Aboriginal Peoples and Film and Television
- Aboriginal Peoples and Technologies
- Aboriginal Peoples and Sport
- Aboriginal Peoples' Interaction with Legal and Political Systems
- School-developed Option



## COMMERCE

**Course Cost: No fee**

### Course Description

Commerce is a course which will be of immense use and interest to the students as it is relevant to everyday life.

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

Hands on computer experience is included in Course A.

### Course B - Year 10 (100 hours)

#### Core Study

- Employment and Work Futures
- Law, Society and Political Involvement

#### Options

- Running a Business
- Law in Action
- Travel
- Towards Independence

## JAPANESE

**Course Cost: No Fee**

### Course Description

Learning Japanese provides the opportunity for students to engage with the linguistic and cultural diversity of Japan and its people. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

The study of Japanese in K–10 enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

**\*It is recommended that students wishing to continue into HSC choose to study Japanese in both years.**

### Course B - Year 10 (100 hours)

#### Topics

- Living in Japan
- School life in Japan
- Traveling in Japan
- Spending in Japan

## WORK EDUCATION

**Course Cost: No fee**

### Course Description

Work Education syllabus provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop and understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.

Through their study of Work Education, students prepare for the working world by developing understanding of themselves in relation to work, recognizing their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities. This process is assisted by students' developing self-evaluation, goal-setting and decision-making skills.

## **Year 10 Topics**

### **Course B - Year 10 (100 hours)**

- 1 Core: Part 1 – Preparing Futures / Part 2 – Working Communities
- 2 Option: Workplace Safety
- 3 School Developed Option: – Work Ready Program – WHS Card
- 4 Option: Learning in the Workplace
- 5 Option: Workplace Environments
- 6 Option: Workplace Communication
- 7 Option: Contemporary Workplace Issues
- 8 Option: Managing Finances
- 9 Option: Government Initiatives and Community Partnerships

Through the study of different contexts, students develop transferable work-related and interpersonal skills, and entrepreneurial behaviours. Work Education encourages students to be self-aware and to develop an appreciation of lifelong learning.

## **PDHPE**

### **PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)**

#### **COURSE B1 - FREE**

**Course Cost: No fee**

**Optional excursion at the end of each term (costs involved)**

#### **Course Description:**

This course is designed for students interested in the areas of sport, physical education, recreation and movement. It builds on experiences and understandings developed through mandatory PDHPE. It has both theoretical and practical components.

The course will suit students who are interested and active participants however, particular talent is not necessary. Students considering a career in the recreation or sports industry or study in the Stage 6 PDHPE course in Year 11/12 would benefit from this elective.

There are no costs involved with this elective as all practical activities will be completed on school grounds or venues requiring no cost.

#### **Optional Excursions involving cost**

At the end of each term, students are offered an overnight excursion to the following destinations: Nelson Bay, Port Macquarie, Gerringong, Forster.

Excursion costs are generally \$150 for overnight trips and \$250 for two-night trips. Code of conduct eligibility applies (minimal SENTRAL entries, greater than 85% attendance and all assessments submitted).

#### **COURSE B1 – YEAR 10 (100 hours)**

- Term 1: Sports Coaching, Modified Warm Ups
- Term 2: IBL Project, AFL
- Term 3: Technology in Sport, Footy Mania
- Term 4: Physical Activity and Sport for Specific Groups, Netball

#### **Double period practical lessons**

During double period lessons a range of recreational activities are offered including: AFL, Footy Mania, European Handball, Speedball and Netball.

## PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) B2 – Costs involved

**Course Cost: \$30 covers the cost of specialised equipment and local bus trips**

**Additional costs of \$5 to \$15 will occur fortnightly for venue fees e.g. Laser Tag**

### **Course Description**

This course is designed for students interested in the areas of sport, physical education, recreation and movement. It builds on experiences and understandings developed through mandatory PDHPE. It has both theoretical and practical components.

The course will suit students who are interested and active participants however, particular talent is not necessary. Students considering a career in the recreation or sports industry or study in the Stage 6 PDHPE course in Year 11/12 would benefit from this elective.

### **COURSE B2 – YEAR 10 (100 hours)**

- Term 1: Sports Coaching, Modified Warm Up's
- Term 2: IBL Project, AFL
- Term 3: Technology in Sport, Footy Mania
- Term 4: Physical Activity and Sport for Specific Groups, Netball

### **Double period practical lessons**

During double period lessons a range of recreational activities are offered. These include: AFL, Footy Mania, Netball, Laser Tag, Ice Skating, Go Karting, Beach Volleyball.

Additional costs of between \$5-\$15 will be incurred.

### **Excursions**

At the end of each term, students are offered an overnight excursion to the following destinations: Nelson Bay, Port Macquarie, Gerringong, Forster.

Excursion costs are generally \$150 for overnight trips and \$250 for two-night trips. Code of conduct eligibility applies. (minimal SENTRAL entries, greater than 85% attendance and all assessments submitted)

## TAS

### CHILD STUDIES

**Course Cost: \$20 per year**

#### **Course description**

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

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

#### **COURSE B - Year 10 (100 hours)**

Students will study the following modules:

- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood

### FOOD TECHNOLOGY

**Course cost: \$80 per year**

#### **Course Description**

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

This study of food caters for students' needs and interests and develops the ability of students to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter.

#### **COURSE B - Year 10 (100 hours)**

Students will study the follow focus areas:

- Food Product Development
- Food Service and Catering
- Food for Special Occasions

## GRAPHICS TECHNOLOGY

**Course Cost: \$15 per year**

### Course Description

Graphics Technology enables students to engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

Graphics Technology develops in student's specific manipulative and cognitive skills in using a variety of tools, materials and techniques. Students generate images, models and pictures including the visualisation and manipulation of three-dimensional concepts and images, and the interpretation and presentation of ideas graphically. Students develop the capacity to solve problems and generate and communicate solutions. They become confident in the application of conventions and procedures that are essential to the global transfer of concepts and images irrespective of language barriers.

Through the study of Graphics Technology students develop collaborative skills in the real and virtual worlds and fosters an understanding of the advantages and responsibilities that are associated with these processes.

### Course B - Year 10 (100 hours)

Students will study the following modules:

- Core Module 1: Instrument Drawing
- Core Module 2: Computer-Aided Design (CAD)
- Option Module 1: Architectural Drawing
- Option Module 7: Graphic Design and Communication
- Option Module 10: Student Negotiated Project

## INDUSTRIAL TECHNOLOGY - ELECTRONICS

**Course Cost: \$60 per year**

### Course Description

The study of Industrial Technology - Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

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

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

These may include:

- electronic circuits and kits
- electronic-controlled devices
- robotic projects

### Course B - Year 10 (100 hours)

Students will study the following modules:

- Core Module: Electronics 1
- Specialised Module – Electronics 2

## INDUSTRIAL TECHNOLOGY - TIMBER

**Course Cost: \$60 per year**

**Course Description:**

The study of Industrial Technology-Timber provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

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

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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

These may include:

- decorative timber mirror frame
- dovetail document box
- individually designed coffee table
- individually designed wood products

**Course B - Year 10 (100 hours)**

Students will study the following modules:

- Core Module: Timber 1
- Specialised Module: Timber 2

## TEXTILES TECHNOLOGY

**Course Cost: \$20 per year**

**Course Description:**

A study of Textiles Technology provides students with broad knowledge textiles, and how these are used in conjunction with colouration and decoration techniques.

Project Work that includes investigation and experimentation enables students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences applying contemporary technologies in their project work.

Students investigate the work of textile designers and from this research make judgements about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items.

Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

**Course B - Year 10 (100 hours)**

Students will study the following project work focus areas:

- Apparel (includes clothing and accessories such as shoes, hats, scarves, jewellery and belts)
- Furnishings (includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags)
- Properties and Performance of Textiles
- Textiles and Society

Students will study the following areas:

- Design
- Properties and Performance of Textiles
- Textiles and Society