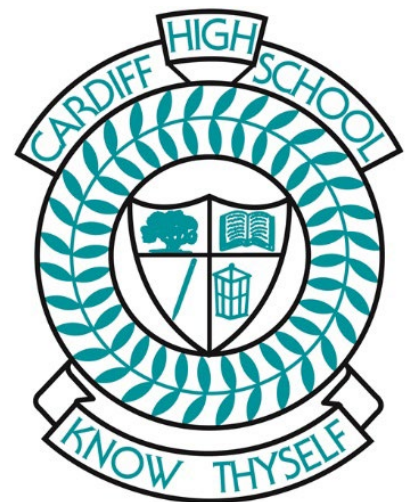


# CARDIFF HIGH SCHOOL

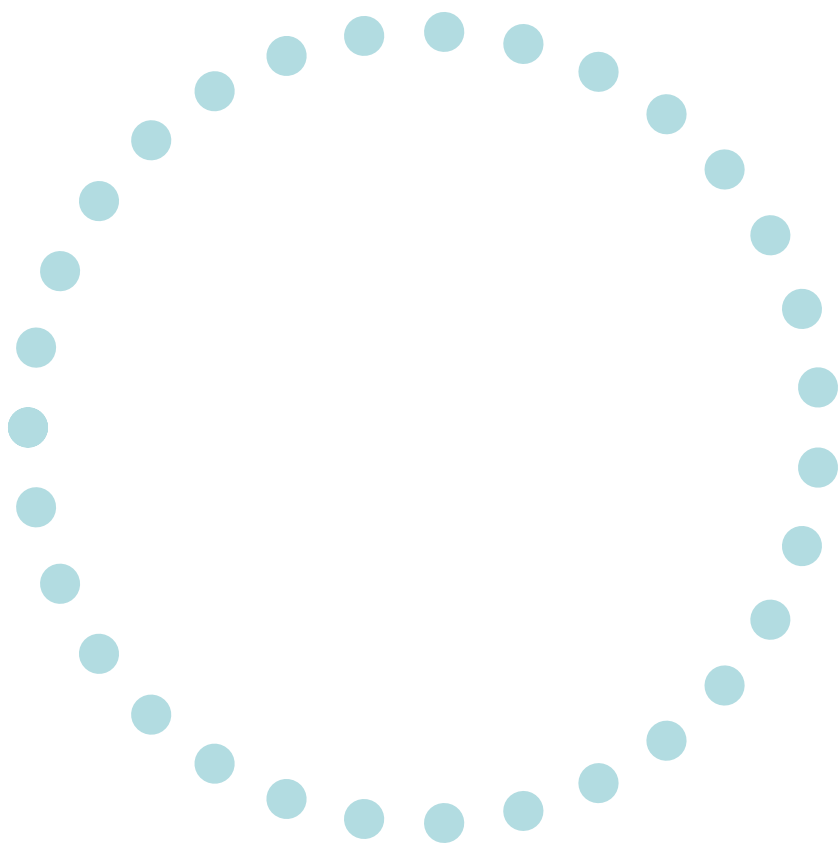
*Know Thyself*

## YEAR 8 Elective Choices Information Booklet For Year 9 2024



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# Principal's Message

Dear Cardiff High School Community,

As we approach the Year 9 elective choices, I want to provide important information about the process and significance of these decisions.

The Year 9 elective program empowers students to make independent decisions about the subjects they wish to pursue. At Cardiff High School, we believe in a student-centered approach to education, and the Year 9 elective choices play a vital role in this philosophy.

Inside the information booklet, you will find details about the mandatory studies and electives offered at our school. I encourage all students to review this resource to make well-informed decisions about their academic paths.

When considering elective choices, students should reflect on their passions, interests, and the skills they wish to develop. Cardiff High School offers a diverse range of elective options spanning arts, sciences, languages, humanities, and technology.

Selecting electives that align with their interests enhances academic engagement and fosters personal growth. When students are enthusiastic about their studies, they are more likely to excel and cultivate a lifelong love for learning.

Seeking guidance from teachers, parents, and mentors is encouraged. Our dedicated staff members are committed to supporting students in their decision-making journey, providing invaluable insights and expertise to help them explore various elective options.

The Year 9 elective program serves as a foundation for students' future academic pursuits. By allowing them to shape their learning experience, we empower them to take ownership of their education and pave their own paths towards success.

In conclusion, I want to express my gratitude to our staff, parents, and students for their commitment to education. I urge all students to embrace this opportunity and embark on a journey of self-discovery through their Year 9 elective choices.

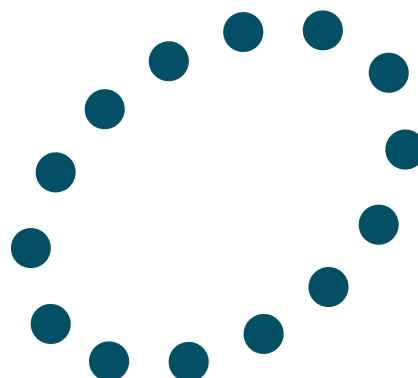
Approach the Year 9 elective choices with enthusiasm and careful consideration. This is a chance to shape your educational experience and unlock your true potential. Remember to utilize the resources provided, seek guidance, and embrace the opportunity to explore your passions and interests.

Thank you for your support, and I am eagerly looking forward to witnessing the incredible growth and achievements that await our students through their Year 9 elective journey.

Warm regards,



Joshua Gane  
Principal



# Introduction

Welcome to an exciting phase in your child's educational journey as they embark on making important decisions regarding their Year 9 elective choices. This booklet serves as your guide, providing valuable information about the Year 9 elective program at Cardiff High School.

We believe in empowering your child to take ownership of their education, as the elective choices they make now will shape their learning experience and future academic pursuits. Within the pages of this booklet, you will find comprehensive details about the mandatory studies and a diverse range of elective options offered at our school.

This is an opportunity for your child to explore their passions, delve into subjects that align with their interests, and develop valuable skills along the way. We encourage you to engage in discussions with your child, helping them reflect upon their strengths, interests, and aspirations as they consider the elective choices that will pave the way for their personal growth and academic success.

The Year 9 elective program offers your child the chance to take control of their own education, and we are here to support and guide them in making choices that will assist them in shaping their future skills and experiences.

For support or advice throughout the process please contact the school on [cardiff-h.school@det.nsw.edu.au](mailto:cardiff-h.school@det.nsw.edu.au) or phone on (02)49549966

Year 8 Key Contacts	
Position	Name
Principal	Joshua Gane
Deputy	Scott Shephard
Year 8 Adviser	Haley Deacon
Head Teacher of SEA/Career Adviser	Daniel Clape
Head Teacher of Learning and Support	Ruby Brown
Head Teacher of Quality Teaching	Amy Nicol
Head Teacher of English	Danielle Asquith
Head Teacher of Mathematics	Kim Gallard
Head Teacher of Science	Adam Ross
Head Teacher of HSIE	Andrew Snowden
Head Teacher of PDHPE	Evan Neate
Head Teacher of CAPA	Bart Simpson
Head Teacher of TAS	Matthew Honeywill
Head Teacher of Administration	Stuart James

# Stage 5 Curriculum Structure

Year 9 students at Cardiff High School study two different elective choices in addition to the mandatory courses studied as part of the Record of School Achievement.

The curriculum at Cardiff High School runs on a fortnightly cycle. Students will study an elective choice for 6 periods per cycle across Year 9 and 10.

The table below lists the number of periods per cycle that a student will study mandatory and elective courses in Year 9 and 10.

<b>YEAR 9 CURRICULUM PATTERN 2024</b>	
<b>COURSES</b>	<b>PERIODS PER CYCLE</b>
ENGLISH	7
MATHEMATICS	7
SCIENCE	7
HSIE (HISTORY/GEOGRAPHY)	6
PDHPE	5
ELECTIVE X	6
ELECTIVE Y	6
SPORT	4

<b>YEAR 10 CURRICULUM PATTERN 2025</b>	
<b>COURSES</b>	<b>PERIODS PER CYCLE</b>
ENGLISH	7
MATHEMATICS	7
SCIENCE	7
HSIE (HISTORY/GEOGRAPHY)	6
PDHPE	4
CAREERS	1
ELECTIVE X	6
ELECTIVE Y	6
SPORT	4

Course descriptions for elective choices are within this booklet. Students and parents should read these carefully to assist with making their choices.

# Department of Education and Communities

## Curriculum Policy Year 7 to 10

In delivering curriculum in Years 7 to 10, Cardiff High School meets the requirements of NESA for students to gain the RoSA.

In addition to NESA's mandatory curriculum requirements for the RoSA, the department mandates additional studies (electives) as shown in the table below.

Board Developed Courses, Content Endorsed Courses or Stage 5 VET Board Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements.

To meet the department's requirement for additional studies (electives): students' study 400 hours of electives in Stage 5

- at least 200 of these hours must be Board Developed Courses, Content Endorsed Courses or Stage 5 VET Board Endorsed Courses, which are credentialed on the RoSA
- the remaining 200 hours of the mandatory 400 hours are either Board Developed Courses, Content Endorsed Courses, Stage 5 VET Board Endorsed Courses or NSW Department of Education approved elective courses.

Some NSW Department of Education approved elective courses, may not be listed on the RoSA.

<b>Curriculum Learning Requirements 7 to 10</b>	
<b>Learning area</b>	<b>Hours</b>
English (7-10)	500
Mathematics (7-10)	500
Science (7-10)	500
HSIE (7-10)	400 hours distributed as: Geography (7-8) – 100 hours History (7-8) – 100 hours Geography (9-10) – 100 hours History (9-10) – 100 hours
Languages	100 hours in a continuous 1-year period
Technology Mandatory (7-8)	200
Music (7-10)	100
Visual Arts (7-10)	100
PDHPE (7-10)	300 hours (delivered across 7-10)
Planned physical activity	150 minutes per week (this can be a combination of weekly sport; personal development, health and physical education; and other planned physical activity)
Additional studies (electives) (9-10)	400 At least 200 hours of Board Developed, Content Endorsed or Stage 5 VET Board Endorsed courses The other 200 hours can be made up of the above, or department-approved elective courses

# Elective Choice Process

Students will be selecting electives using the online software, Edval Choice. This user-friendly platform allows students to conveniently access and make their elective choices. Here is a step-by-step guide on how to navigate the process:

1. **Webcode and Link:** Your child will receive a webcode and a link via their student email. They should access their school email account to retrieve this information.
2. **Accessing Edval Choice:** Using the provided link, your child should visit the Edval Choice website.
3. **Login:** Your child will be prompted to log in using their unique webcode on the Edval Choice webpage.
4. **Choosing Electives:** Your child will select two elective courses from the available options. They should prioritize their choices by indicating their preference order.
5. **Reserve Choices:** Your child should also select two reserve choices, ranked in order of preference. Please note that some courses may not go ahead due to class viability or have reached the maximum number of students for class size, so it's important to be prepared to study reserve courses.
6. **Confirmation and Submission:** Your child should review and confirm their elective and reserve choices before submitting them through Edval Choice.
7. **Deadline:** Take note of the deadline for submitting elective choices via Edval Choice and ensure your child completes the process before the specified cut-off date.
8. **Electives:** Students will receive their electives back in Term 4

Please be aware that our dedicated staff is available to assist you and your child if you encounter any difficulties or have questions about the Edval Choice system or the elective selection process. We are committed to providing support and ensuring a smooth experience for the transition from Year 8 into 9.

# General Elective Information

Cardiff High School offers Year 9 students a choice of two Elective Courses. Descriptions of these elective courses can be found on pages 19 to 35 of this booklet, with a summary provided on page 9.

- *Elective Course Selection:* Students are advised to carefully consider their Elective course choices as class allocations and staffing are based on these selections. It is important to note that changes to selections after the closing date cannot be guaranteed.
- *Enrolment and Selection Process:* Once selections are made, students will be enrolled in two elective courses for 2024. Current Year 8 students should choose two main preferences from the options provided. However, please be aware that not all options may run in 2024. Therefore, students are required to choose two reserve options as well.
- *Allocation and Course Clash:* While every effort is made to accommodate students' first preferences, in some cases, clashes may occur due to timetable scheduling. In instances where two or more choices are allocated to the same line of the timetable, or if there are insufficient students for a particular course, students will be assigned their reserve selections based on preference order.
- *Changing Courses:* Requests for changing courses can only be made in the last two weeks of the current school year or the first two weeks of the following year. However, it is important to note that changes are subject to availability in the desired course, potential clashes, and compliance with NESA requirements. Students must complete an application form, available from the Deputy Principal, and should not assume that their application will be granted.
- *Costs and Financial Assistance:* Some elective courses may involve additional costs, which are indicated on the course contributions section of this booklet on page 9. Parents are kindly requested to meet these costs as early as possible in the semester. If there is difficulty in meeting the contribution, financial assistance is available through the Student Assistance Scheme. Application forms can be obtained from the school office.

We encourage both parents and students to carefully review this information and discuss elective choices together. Should you have any further questions or require clarification, please do not hesitate to reach out to the school office. We appreciate your cooperation in ensuring a smooth elective selection process for Year 9 students at Cardiff High School.



# Electives Courses and Contributions

Elective Courses and Contributions		
Course	Contribution	Page
Aboriginal Studies	\$15	19
Child Studies	\$30	20
Commerce	\$15	21
Computing Technology	\$25	22
Drama	\$15	23
Food Technology	\$80	24
History (Elective)	\$15	25
Industrial Technology – Building and Construction	\$60 plus major work	26
Industrial Technology – Timber	\$60 plus major work	27
Modern Languages - Japanese	\$25	28
Music	\$20	29
Photographic and Digital Media	\$45	30
Physical Activity and Sport & Studies	\$15	31
STEM	\$60	32
Textiles Technology	\$30	33
Visual Arts	\$50	34
Visual Design (Ceramics)	\$60	35
Work Education	\$15	336

\*Course contributions are paid annually

# **CARDIFF HIGH SCHOOL**

## **Year 9 Mandatory Course Descriptors**



# ENGLISH

## Stage 5 Mandatory Course Information English

Head Teacher: Danielle Asquith

### COURSE DESCRIPTION

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.



### COURSE OUTCOMES

**EN5-1A** - responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

**EN5-2A** - effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.

**EN5-3B** - selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.

**EN5-4B** - effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.

**EN5-5C** - thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.

**EN5-6C** - investigates the relationships between and among texts.

**EN5-7D** - understands and evaluates the diverse ways texts can represent personal and public worlds.

**EN5-8D** - questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

**EN5-9E** - purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

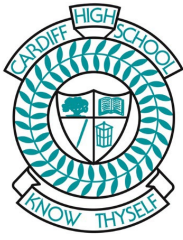
### SKILLS AND FUTURE COURSES

#### Future Courses

- English Studies
- English Standard
- English Advanced

#### Foundation Skills

- Analysing and interpreting information
- Reading and comprehension
- Reading for appreciation and pleasure
- Exploring the ways in which stylistic tools form structure and meaning
- Developing writing skills for a variety of purposes



# MATHEMATICS

## Stage 5 Mandatory Course Information Mathematics

Head Teacher: Kim Gallard

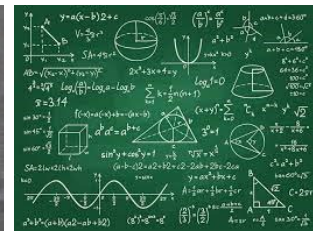
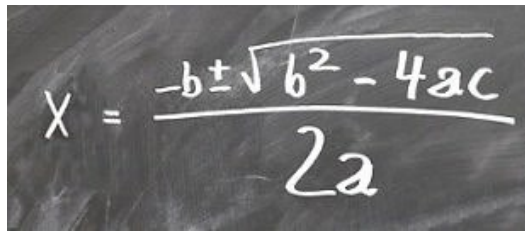
### COURSE DESCRIPTION

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The Mathematics Years 7–10 course includes Life Skills outcomes and content for students with disability.

The Stage 5 Mathematics Course has 3 streams with different outcomes assigned 5.1, 5.2, and 5.3 that are delivered. These can be read on the NESA website and located [here](#)



### COURSE OUTCOMES 5.1

**MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts

**MA5.1-2WM** selects and uses appropriate strategies to solve problems

**MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context

**MA5.1-4NA** solves financial problems involving earning, spending and investing money

**MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

**MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships

**MA5.1-7NA** graphs simple non-linear relationships

**MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

**MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

**MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

**MA5.1-11MG** describes and applies the properties of similar figures and scale drawings

**MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

## COURSE OUTCOMES 5.2

- MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM** interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM** constructs arguments to prove and justify results
- MA5.2-4NA** solves financial problems involving compound interest
- MA5.2-5NA** recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships
- MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings
- MA5.2-14MG** calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

## COURSE OUTCOMES 5.3

- MA5.3-1WM** uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- MA5.3-2WM** generalises mathematical ideas and techniques to analyse and solve problems efficiently
- MA5.3-3WM** uses deductive reasoning in presenting arguments and formal proofs
- MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena
- MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA** performs operations with surds and indices
- MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-9NA** sketches and interprets a variety of non-linear relationships
- MA5.3-10NA** recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3-11NA** uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3-12NA** uses function notation to describe and sketch functions
- MA5.3-13MG** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG** applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3-16MG** proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-17MG** applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3-18SP** uses standard deviation to analyse data
- MA5.3-19SP** investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## SKILLS AND FUTURE COURSES

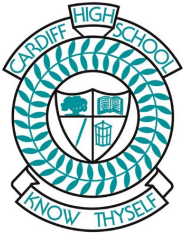
### Future Courses

- Mathematics Standard
- Mathematics Standard 2 and Standard 1 (HSC)
- Mathematics Advanced
- Extension 1 Mathematics

### Foundation Skills

- Data Analysis
- Measurement
- Problem Solving
- Percentages
- Financial Mathematics
- Statistics and Probability





# GEOGRAPHY

## Stage 5 Mandatory Course Information HSIE

Head Teacher: Andrew Snowden

### COURSE DESCRIPTION

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will 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.

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.



### COURSE OUTCOMES

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

### SKILLS AND FUTURE COURSES

#### Future Courses

- Geography
- Society and Culture

#### Foundation Skills

- Analysing and interpreting information
- Digital Literacy
- Problem solving
- Topographic maps
- Intercultural understanding
- Work and Enterprise



# HISTORY

## Stage 5 Mandatory Course Information HSIE

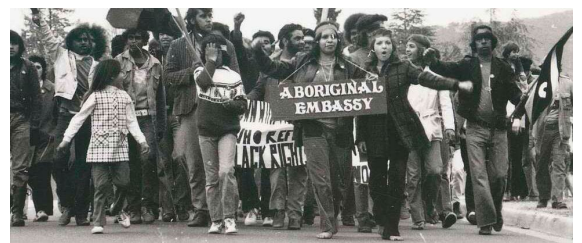
Head Teacher: Andrew Snowden

### COURSE DESCRIPTION

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

The History Years 7–10 course includes Life Skills outcomes and content for students with disability.

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.



### COURSE OUTCOMES

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### SKILLS AND FUTURE COURSES

#### Future Courses

- Ancient History
- Modern History

#### Foundation Skills

- Analysing and interpreting information
- Digital Literacy
- Research
- Intercultural understanding



# PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

## Stage 5 Mandatory Course Information PDHPE

Head Teacher: Evan Neate

### COURSE DESCRIPTION

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 Syllabus includes Life Skills outcomes and content for students with disability.



### COURSE OUTCOMES

- PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2** researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4** adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5** appraises and justifies choices of actions when solving complex movement challenges.
- PD5-6** critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7** plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9** assesses and applies self-management skills to effectively manage complex situations.
- PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11** refines and applies movement skills and concepts to compose and perform innovative movement sequences.

### SKILLS AND FUTURE COURSES

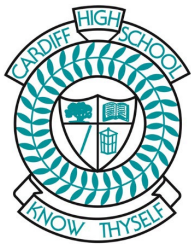
#### Future Courses

- Health and Movement Science
- Sports Lifestyle and Recreation

#### Foundation Skills

- Analysing and interpreting information
- Digital Literacy
- Building healthy lifestyles
- Physical activity skills & understanding
- Wellbeing and personal organisation





# SCIENCE

## Stage 5 Mandatory Course Information Science

Head Teacher: Adam Ross

### COURSE DESCRIPTION

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

The Science Years 7–10 course includes Life Skills outcomes and content for students with disability.



### COURSE OUTCOMES

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

### SKILLS AND FUTURE COURSES

#### Future Courses

- Physics
- Chemistry
- Biology

#### Foundation Skills

- Analysing and interpreting information
- Digital Literacy
- Scientific method
- Research methodology



# **CARDIFF HIGH SCHOOL**

## **Year 9 Elective Course Descriptors**



# ABORIGINAL STUDIES

## Stage 5 Elective Information HSIE

Head Teacher: Andrew Snowden

### COURSE DESCRIPTION

The aim of the Aboriginal Studies Years 7–10 Syllabus is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.

Aboriginal Studies Years 7–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles.

It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students. Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity.



### COURSE OUTCOMES

- 5.1 describes the factors that contribute to an Aboriginal person's identity
- 5.2 explains ways in which Aboriginal Peoples maintain their identity
- 5.3 describes the dynamic nature of Aboriginal cultures
- 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- 5.5 explains the importance of families and communities to Aboriginal Peoples
- 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society
- 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
- 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
- 5.10 independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
- 5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

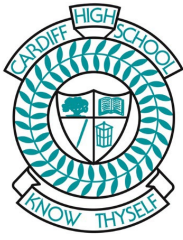
### SKILLS AND FUTURE COURSES

#### Future Courses

- Aboriginal Studies
- Society and Culture

#### Foundation Skills

- Knowledge and understanding of similarities and diversity in Aboriginal identities, communities and cultural expression
- Understanding of Aboriginal Peoples' ongoing contribution to, and interaction with, the wider Australian society
- Research and communication skills that use appropriate protocols and ethical practices when working with Aboriginal communities.



# CHILD STUDIES

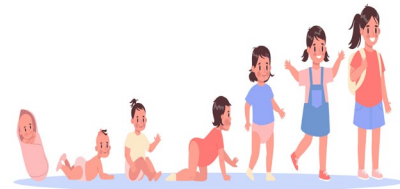
## Stage 5 Elective Information PDHPE

Head Teacher: Evan. Neate

### COURSE DESCRIPTION

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The modules studied include preparing for parenthood, conception to birth, newborn care, food and nutrition in childhood, media and technology in childhood and many more. Child is a great opportunity for students to gain a deeper understanding of raising children and the positive impact we can have on a child's life.



### COURSE OUTCOMES

**CS5-1** identifies the characteristics of a child at each stage of growth and development

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-3** analyses the evolution of childhood experiences and parenting roles over time

**CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-6** describes a range of parenting practices for optimal growth and development

**CS5-7** discusses the importance of positive relationships for the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

### SKILLS AND FUTURE COURSES

#### Future Courses

- Exploring Early Childhood
- Community & Family Studies

#### Foundation Skills

- Parenting skills
- Child development
- Understanding the wellbeing of children



# COMMERCE

## Stage 5 Elective Information HSIE

Head Teacher: Andrew Snowden

### COURSE DESCRIPTION

The aim of the course is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

The Commerce course will provide students with the latest information to help them survive commercial life in today's world.

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues

Emphasis is placed on using computer technology and resources in the local area to investigate topics. This course helps to prepare students for life during and after school.



### COURSE OUTCOMES

**COM5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM5-3** examines the role of law in society

**COM5-4** analyses key factors affecting decisions

**COM5-5** evaluates options for solving problems and issues

**COM5-6** develops and implements plans designed to achieve goals

**COM5-7** researches and assesses information using a variety of sources

**COM5-8** explains information using a variety of forms

**COM5-9** works independently and collaboratively to meet individual and collective goals within specified timeframes

### SKILLS AND FUTURE COURSES

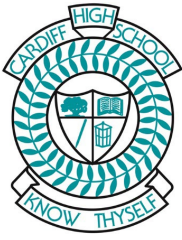
#### Future Courses

- Business Studies
- Legal Studies

#### Foundation Skills

- Critical thinking and the opportunity to participate in the community.
- Identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers.
- Research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.





# COMPUTING TECHNOLOGY

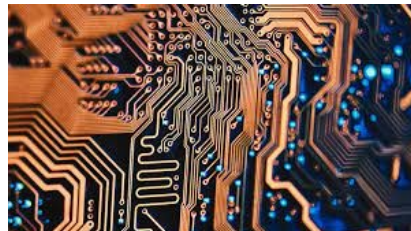
## Stage 5 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

### COURSE DESCRIPTION

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.



### COURSE OUTCOMES

**CT5-SAF-01** selects and applies safe, secure and responsible practices in the ethical use of data and computing technology

**CT5-DPM-01** applies iterative processes to define problems and plan, design, develop and evaluate computing solutions

**CT5-COL-01** manages, documents and explains individual and collaborative work practices

**CT5-EVL-01** understands how innovation, enterprise and automation have inspired the evolution of computing technology

**CT5-DAT-01** explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts

**CT5-DAT-02** acquires, represents, analyses and visualises simple and structured data

**CT5-COM-01** communicates ideas, processes and solutions using appropriate media

**CT5-THI-01** applies computational, design and systems thinking to the development of computing solutions

**CT5-DES-01** designs and creates user interfaces and the user experience

**CT5-OPL-01** designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language

### SKILLS AND FUTURE COURSES

#### Future Courses

- Software Engineering
- Enterprise Computing
- Information Digital Technology VET

#### Foundation Skills

- Self-Management
- Problem Solving
- Data analysis
- Following procedures
- Software
- Coding



# DRAMA

## Stage 5 Mandatory English

Head Teacher: Danielle Asquith

### COURSE DESCRIPTION

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.



### COURSE OUTCOMES

- 5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
- 5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
- 5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2** analyses the contemporary and historical contexts of drama
- 5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

### SKILLS AND FUTURE COURSES

#### Future Courses

- Drama

#### Foundation Skills

- Performance
- Theatrical expression
- Communication
- Planning and organization
- Interpersonal relationships



# FOOD TECHNOLOGY

## Stage 5 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

### COURSE DESCRIPTION

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



### COURSE OUTCOMES

- FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product
- FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- FT5-3** describes the physical and chemical properties of a variety of foods
- FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage
- FT5-5** applies appropriate methods of food processing, preparation and storage
- FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- FT5-7** justifies food choices by analysing the factors that influence eating habits
- FT5-8** collects, evaluates and applies information from a variety of sources
- FT5-9** communicates ideas and information using a range of media and appropriate terminology
- FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes
- FT5-12** examines the relationship between food, technology and society
- FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

### SKILLS AND FUTURE COURSES

#### Future Courses

- Food Technology
- Hospitality

#### Foundation Skills

- Self-Management
- Problem Solving
- Food Hygiene
- Planning and Organisation
- Following procedures
- Food preparation and cooking





# HISTORY ELECTIVE

## Stage 5 Elective Information HSIE

Head Teacher: Andrew Snowden

### 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. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used.

The study of History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.



### COURSE OUTCOMES

**HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry

**HTE5-2** examines the ways in which historical meanings can be constructed through a range of media

**HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation

**HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities

**HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage

**HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process

**HTE5-7** explains different contexts, perspectives and interpretations of the past

**HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

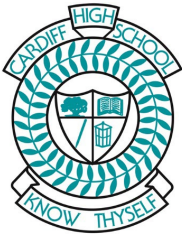
### SKILLS AND FUTURE COURSES

#### Future Courses

- Ancient History
- Modern History
- History Extension

#### Foundation Skills

- Continuity and change
- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication



# INDUSTRIAL TECHNOLOGY - BUILDING AND CONSTRUCTION

## Stage 5 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

### COURSE DESCRIPTION

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.



### COURSE OUTCOMES

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6** identifies and participates in collaborative work practices in the learning environment

**IND5-7** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9** describes, analyses and uses a range of current, new and emerging technologies and their various applications

**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### SKILLS AND FUTURE COURSES

#### Future Courses

- Industrial Technology
- Engineering Studies
- Construction Pathways VET

#### Foundation Skills

- Self-Management
- Problem Solving
- Planning and Organisation
- Following procedures
- Industry processes



# INDUSTRIAL TECHNOLOGY - TIMBER

## Stage 5 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

### COURSE DESCRIPTION

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Students develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.



### COURSE OUTCOMES

**IND5-1** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2** applies design principles in the modification, development and production of projects

**IND5-3** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

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**IND5-10** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

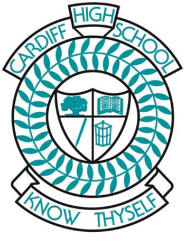
### SKILLS AND FUTURE COURSES

#### Future Courses

- Industrial Technology
- Engineering Studies
- Construction Pathways VET

#### Foundation Skills

- Self-Management
- Problem Solving
- Planning and Organisation
- Following procedures
- Industry processes



# MODERN LANGUAGES - JAPANESE

## Stage 5 Elective Information CAPA

Head Teacher: Bart Simpson

### COURSE DESCRIPTION

This course provides students with the opportunity to gain effective skills in communicating in Japanese, to explore the relationship between Japanese and English, and to develop an understanding of the cultures associated with the Japanese language.

The aim of Modern Languages K–10 is to empower students to become effective communicators in the target language by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in the target language
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.



### COURSE OUTCOMES

**ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

**ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

**ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

### SKILLS AND FUTURE COURSES

#### Future Courses

- Japanese Beginners

#### Foundation Skills

- Speaking
- Listening
- ICT
- Collaboration





# MUSIC

## Stage 5 Elective Information CAPA

Head Teacher: Bart Simpson

### COURSE DESCRIPTION

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.



### COURSE OUTCOMES

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

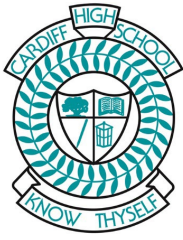
### SKILLS AND FUTURE COURSES

#### Future Courses

- Music 1

#### Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- Collaboration
- ICT



# PHOTOGRAPHIC AND DIGITAL MEDIA

## Stage 5 Elective Information CAPA

Head Teacher: Bart Simpson

### COURSE DESCRIPTION

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.



### COURSE OUTCOMES

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9 uses the frames to make different interpretations of photographic and digital works
- 5.10 constructs different critical and historical accounts of photographic and digital works

### SKILLS AND FUTURE COURSES

#### Future Courses

- Photography, Video and Digital Imaging
- Visual Arts

#### Foundation Skills

- ICT
- Problem Solving
- Creativity
- Collaboration
- Self-Management



# PHYSICAL ACTIVITY AND SPORT STUDIES

## Stage 5 Elective Information PDHPE

Head Teacher: Evan Neate

### COURSE DESCRIPTION

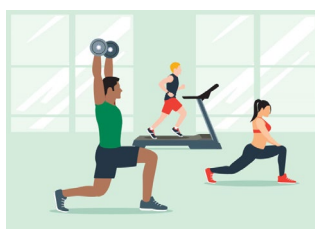
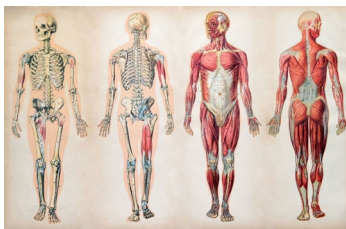
Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The *Physical Activity and Sports Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with disability.

Students study modules from three broad areas including:

- Foundations of Physical Activity
- Physical activity and sport in society
- Enhancing participation and performance



### COURSE OUTCOMES

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**PASS5-3** discusses the nature and impact of historical and contemporary issues in physical activity and sport

**PASS5-4** analyses physical activity and sport from personal, social and cultural perspectives

**PASS5-5** demonstrates actions and strategies that contribute to active participation and skilful performance

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-7** works collaboratively with others to enhance participation, enjoyment and performance

**PASS5-8** displays management and planning skills to achieve personal and group goals

**PASS5-9** performs movement skills with increasing proficiency

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

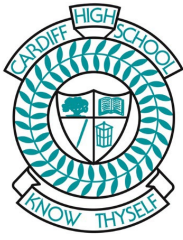
### SKILLS AND FUTURE COURSES

#### Future Courses

- Sports, lifestyle & Recreation
- Personal Development, Health & Physical Education

#### Foundation Skills

- Building healthy lifestyles
- Understanding positive impact of physical activity
- Engagement in sport and recreation



# STEM

## Stage 5 Elective Information Science

Head Teacher: Mr Ross

### COURSE DESCRIPTION

Australian businesses competing in a global economy will need more employees trained in science, technology, engineering, and mathematics (STEM). Research indicates that 75% of the fastest-growing occupations require STEM skills.

iSTEM is a student-centred Stage 5 elective course that delivers science, technology, engineering, and mathematics education in an interdisciplinary, innovative, and integrated fashion. The course was developed in collaboration with, and is supported by, industry, business, government, and universities, ensuring that students develop future-focused STEM skills.

Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering design processes.



### COURSE OUTCOMES

- ST5-1** designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
- ST5-2** demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- ST5-3** applies engineering design processes to address real-world STEM-based problems
- ST5-4** works independently and collaboratively to produce practical solutions to real-world scenarios
- ST5-5** analyses a range of contexts and applies STEM principles and processes
- ST5-6** selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- ST5-7** selects and applies project management strategies when developing and evaluating STEM-based design solutions
- ST5-8** uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- ST5-9** collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
- ST5-10** analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

### SKILLS AND FUTURE COURSES

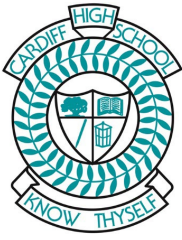
#### Future Courses

- All stage 6 Science courses
- All stage 6 Maths courses
- Engineering Studies
- Software Design & Development
- Design & Technology
- Electrotechnology

#### Foundation Skills

- Creativity and Problem solving skills
- Communication & Presentation skills
- Collaboration
- Engineering and coding
- Leadership
- Project analysis





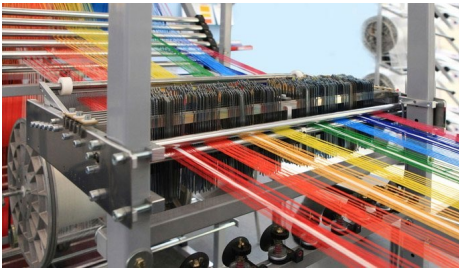
# TEXTILES TECHNOLOGY

## Stage 5 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

### COURSE DESCRIPTION

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. 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 give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.



### COURSE OUTCOMES

**TEX5-1** explains the properties and performance of a range of textile items

**TEX5-2** justifies the selection of textile materials for specific end uses

**TEX5-3** explains the creative process of design used in the work of textile designers

**TEX5-4** generates and develops textile design ideas

**TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items

**TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use

**TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society

**TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work

**TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items

**TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects

**TEX5-11** demonstrates competence in the production of textile projects to completion

**TEX5-12** evaluates textile items to determine quality in their design and construction

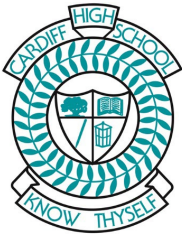
### SKILLS AND FUTURE COURSES

#### Future Courses

- Textiles and Design

#### Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- ICT



# VISUAL ARTS

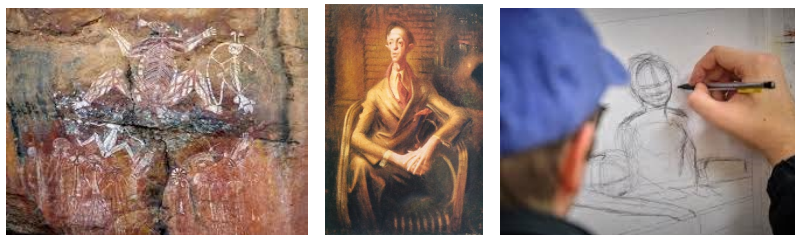
## Stage 5 Elective Information CAPA

Head Teacher: Bart Simpson

### COURSE DESCRIPTION

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks. Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.



### COURSE OUTCOMES

- 5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how art criticism and art history construct meanings

### SKILLS AND FUTURE COURSES

#### Future Courses

- Visual Arts
- Ceramics
- Photography

#### Foundation Skills

- Creativity
- Problem Solving
- Self-management
- Digital Literacy



# VISUAL DESIGN - CERAMICS

## Stage 5 Elective Information CAPA

Head Teacher: Bart Simpson

### COURSE DESCRIPTION

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

CERAMICS is the art and technology of forming, firing and glazing clay to make a wide variety of products, ranging from ceramic ware such as plates, bowls and drinking vessels to jewellery, sculpture and decorative wall surfaces.



### COURSE OUTCOMES

- 5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3 makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6 selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 5.9 uses the frames to make different interpretations of visual design artworks
- 5.10 constructs different critical and historical accounts of visual design artworks

### SKILLS AND FUTURE COURSES

#### Future Courses

- Visual Arts
- Ceramics

#### Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- ICT



# WORK EDUCATION

## Stage 5 Elective Information HSIE

Head Teacher: Andrew Snowden

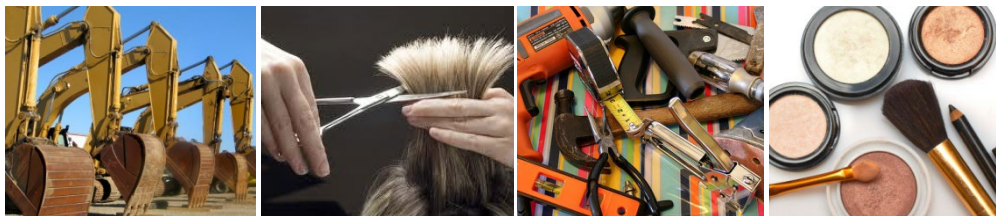
### COURSE DESCRIPTION

This course is designed to develop a understanding of the work, students' employability, learn the skills to succeed in the labour market, manage post-school pathways.

Knowledge and understanding are developed through: -

- the study and experience of the world of work
- the relationships that exist between diverse sectors within the local and wider Australian community

The roles of education, employment and training systems are examined Work Experience is offered to participating students.



### COURSE OUTCOMES

**WE5-1** analyses employment trends and changes in the nature of work

**WE5-2** analyses current workplace issues and their implications

**WE5-3** examines the roles of diverse organisations in the Australian community

**WE5-4** evaluates the roles and responsibilities of individuals within the Australian community

**WE5-5** explains the roles of education, employment and training organisations

**WE5-6** assesses personal goals, attributes and values in the context of education, training and employment

**WE5-7** explains skills, attributes and entrepreneurial behaviours in a range of contexts

**WE5-8** assesses options for career development and managing transitions

**WE5-9** selects and analyses relevant information from a variety of sources

**WE5-10** selects and uses appropriate forms to communicate information about the world of work for different audiences

### SKILLS AND FUTURE COURSES

#### Future Courses

- Work Studies
- VET Retail
- VET Business Services
- School Leavers

#### Foundation Skills

- Employability, enterprise and pathways planning
- Research and communication that relate to the world of work
- Value and appreciate the importance of lifelong learning and its role in planning future pathways