

# YOUNG HIGH SCHOOL

## YR 9 SUBJECT GUIDE

### 2025-2026

A guide to selecting subjects for Year 8 students moving into Yr 9



YOUNG HIGH SCHOOL

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[REACH FOR THE STARS](#)

[Growth Resilience Empathy Acceptance Team-](#)



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# COURSES OF STUDY

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## **MANDATORY COURSES**

These courses will be studied by all students in Years 9 and 10. All of these courses are two year courses.

Included are:

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

## **ELECTIVE COURSES – NESA COURSES**

These are courses written by National Educational Standards Authority (NESA). Each student will have to choose two NESA elective courses and these will be studied for two (2) years (Years 9 and 10).

The NESA courses and Board Endorsed courses offered are listed in the following pages and tables of this book.

## **INTEREST ELECTIVE COURSES – SCHOOL BASED COURSES**

Each student will select one Interest Elective school based course. These courses have been created based on student survey feedback by teaching staff at Young High School. These courses have a common theme and are based around achieving competencies and skills within the course. Each course will enable students to develop employability skills and be involved within the school community.

These courses will run as 100 hour courses (one year course). Students will select a different interest elective for Year 10. These courses do not have a formal assessment program – they are based solely on student competencies, participation and skills. Students will keep evidence of their achievements which will commence the building of their Curriculum Vitae (CV).

The Interest Electives courses are listed in the following pages and tables of this book.



# SUBJECT CHOICES SUMMARY TABLE

	Year 9 and 10 Courses	Year 9 only	Both 9 & 10
Mandatory Courses	English		✓
	Geography		✓
	History		✓
	Mathematics		✓
	Personal Development, Health and Physical Education		✓
	Science		✓
NESA Elective Courses	Aboriginal Language		✓
	Aboriginal Studies		✓
	Agricultural Technology		✓
	Commerce		✓
	<a href="#">Computing Technology</a>		✓
	Drama		✓
	<a href="#">Dance</a>		✓
	Elective Geography		✓
	Food Technology		✓
	Graphics Technology		✓
	Industrial Technology - Metals		✓
	Industrial Technology - Multimedia		✓
	Industrial Technology - Timber		✓
	Music		✓
	Mysteries of History		✓
	Physical Activity and Sport Studies (PASS)		✓
	Textiles Technology		✓
	Visual Arts		✓
Interest Elective (School Based Courses)	CSI -From the Crime Scene to the Courthouse	✓	
	Environmental Education and Outdoor Education	✓	
	Fitness Instructor and PT Basics	✓	
	Game Design and Development	✓	
	Go Green Gardening and Landscaping	✓	
	Live Production	✓	
	Medicine, Health and Wellness Basics	✓	
	Psychology	✓	
	ReCycle - Bicycle Maintenance and Mechanics	✓	
	Special Effects in Screen Media	✓	
	Sports Coaching and Officiating	✓	
	Textiles - 21st Century Design and Fashion	✓	
	Trade n Up	✓	
	<a href="#">Workplace Skills - Certificate I. VET Course</a>	✓	

1. Mandatory courses - all students study for Years 9 and 10.
2. Students will study two (2) NESA Elective courses across Year 9 and 10.
3. Students will study one (1) Interest Elective (School Based Course) in Year 9 and a different Interest Elective (School Based Course) in Year 10.

# SUBJECT SELECTION ADVICE CHECKLIST

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Students and parents are encouraged to read the following pages carefully. Some hints and reminders:

- Students are most likely to succeed when they pick courses which align to their interests and abilities. Picking a course that does not match your interests and abilities will not usually equate to high achievement, interest or engagement in that course.
- Do your subjects complement one another? Do the skills or concepts covered in one course relate to content in another course?
- Friends can be a good sounding board for your thoughts about your pattern of study. However - Picking a course because a friend is doing it is not a guarantee that you will be in the same class, nor does it have a direct bearing on your academic success or engagement.
- Consider any additional course requirements listed and expectations. These requirements may include volunteering, work experience, working with in groups, engaging with outside community members, major projects or performances.
- If you would like career advice or advice in subject selection with purpose of a career/employment area speak with the careers advisor.
- Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
- Ask Ask ASK! Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing:
  - Information Session provided by YHS Staff.
  - The Parent Information Evening.
  - Your teachers, Head Teachers, teachers of that subject.
  - Ask about the types of assessments and activities you may be expected to complete.
  - Look up the NESA syllabus online (for NESA courses).
  - Students currently doing the course in Year 9 or 10.
  - For school based courses speak to the staff responsible for each course (listed in the booklet)
  - Careers Adviser for advice
  - Deputy Principal for your Year Group regarding curriculum requirements and subject combinations.
  - Year Advisor for assistance in working through the process and discussing your areas of strength
  - Ask your parents.

# HOW TO CHOOSE YOUR SUBJECT IN EDVAL

This book outlines the procedures which will be followed to allow the organisation of course selections for those students transitioning to Year 9.

Each student will be issued with a copy of this book. The book contains a brief outline of the organisation for Year 9 and the courses of study offered at the school.

Students will be given an opportunity to discuss with teachers representing each subject area any matters relating to course selection. Parents/Carers and students are invited to attend a Subject Information Evening at the school.

Each student will be emailed in regards to making their subject selections.

Students moving into Yr 9

## STEP 1.

Check your email for your Edval subject selection web-code and follow the link.

## STEP 2.

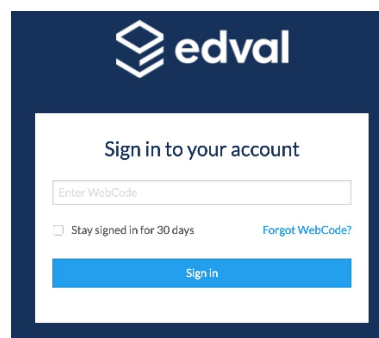
Enter your web-code in the link.

**STEP 1:** Click: [spring.edval.education/login](http://spring.edval.education/login)

**STEP 2:** Enter the following WebCode:

**STEP 3:** Select subjects you want, in order of your PREFERENCE (Important).

**STEP 4:** Click [Submit].

The image shows the Edval login interface. At the top is the Edval logo. Below it is a white box with the heading "Sign in to your account". Inside the box is a text input field labeled "Enter WebCode". Below the input field are two options: a checkbox for "Stay signed in for 30 days" and a link for "Forgot WebCode?". At the bottom of the box is a blue button labeled "Sign in".

## STEP 3.

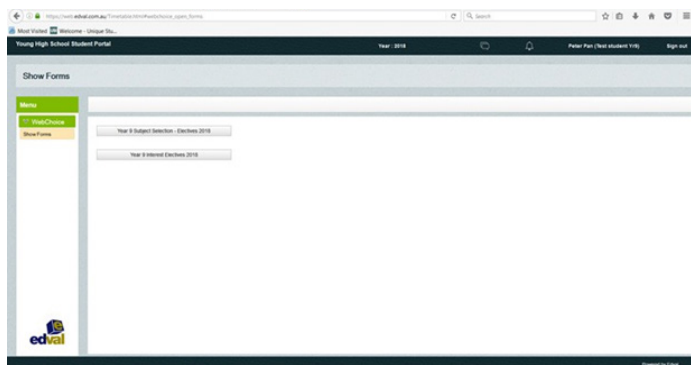
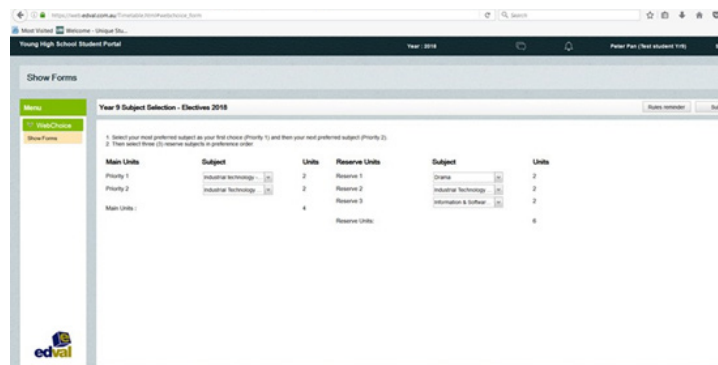
Students need to complete both sections:

- Year 9 Subject Selection - Electives
- Year 9 Interest Electives

## STEP 4.

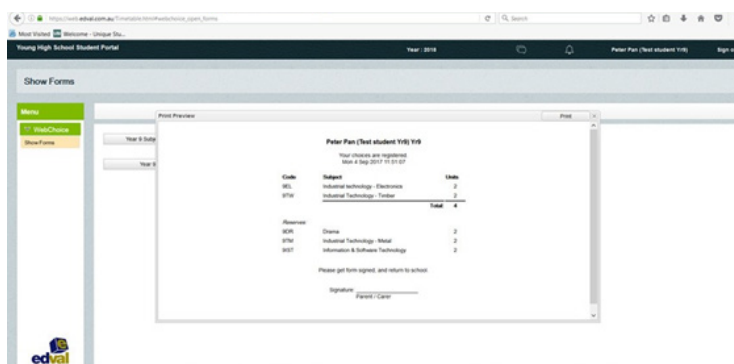
Year 9 subject selection – Electives

Students are to select their two electives in order. They are also to choose three (3) reserve electives.

The image shows the "Year 9 Subject Selection - Electives 2018" screen in the Edval system. It features a sidebar with "Main Units" and "Reserve Units" sections. The main area displays a table with columns for "Subject" and "Units". The table lists "Industrial Technology - Electronics" and "Industrial Technology - Timber" under "Main Units", and "Design", "Industrial Technology - Metal", and "Information & Software Technology" under "Reserve Units".The image shows the "Year 9 Subject Selection - Electives 2018" screen in the Edval system. It features a sidebar with "Main Units" and "Reserve Units" sections. The main area displays a table with columns for "Subject" and "Units". The table lists "Industrial Technology - Electronics" and "Industrial Technology - Timber" under "Main Units", and "Design", "Industrial Technology - Metal", and "Information & Software Technology" under "Reserve Units".

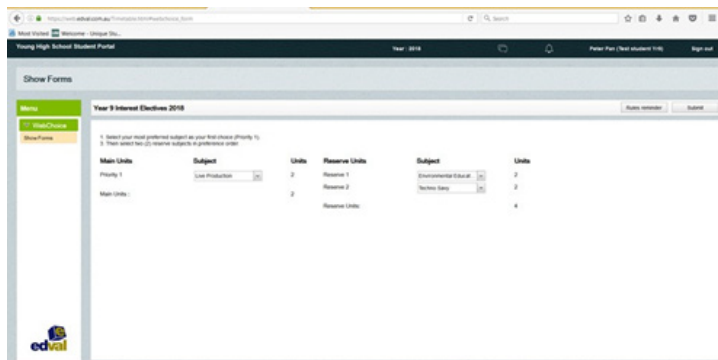
## STEP 5.

Click submit and your receipt will come up on the screen. Print the receipt and sign it.

The image shows the "Print Preview" screen for the "Year 9 Subject Selection - Electives 2018" receipt. It displays a table with columns for "Code", "Subject", and "Units". The table lists "Industrial Technology - Electronics" and "Industrial Technology - Timber" under "Main Units", and "Design", "Industrial Technology - Metal", and "Information & Software Technology" under "Reserve Units". Below the table is a section for "Signature" and "Parent / Carer".

## STEP 7.

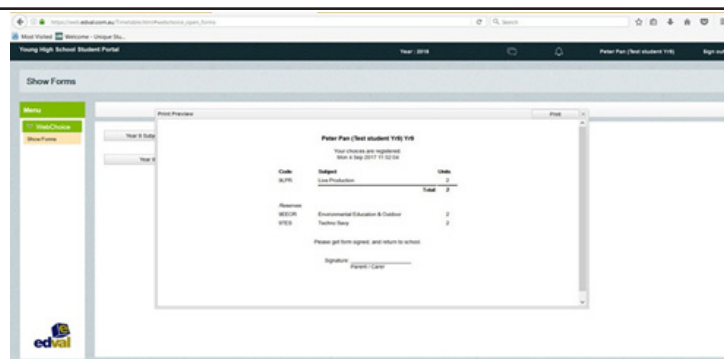
### Year 9 Interest Electives



Main Units	Subject	Units	Reserve Units	Subject	Units
Priority 1	Law Production	2	Reserve 1	Environmental Education	2
Main Units		2	Reserve 2	Technical Skills	2
			Reserve Units		4

## STEP 8.

Click submit and your receipt will come up on the screen.



Code	Subject	Units
SLP6	Law Production	2
RES1	Environmental Education & Outdoor	2
RES2	Technical Skills	2
<b>TOTAL</b>		<b>4</b>

\*Please NOTE: Receipts are to be signed by the student and the Parent/Carer and given to the students Year Advisor.

Students whose forms are returned after the due date issued may not have their choices considered.

Each NESAs Elective course selected, runs over two years. Students are making course choices that will impact both Years 9 and 10. The Interest Elective (school based course) will only run for one year. Students will select a second interest elective for Year 10.

The initial choices will be checked with the objective of arranging the courses into groups. These groups of courses are known as Lines of Study. All the courses on a particular Line of Study operate on the school timetable at the same time during the week so it is not possible for a student to be in two classes on the same Line of Study. All Interest Electives (school based courses) are on one elective line.

Points taken into consideration when forming the lines are:

- Have enough students chosen a particular course for it to operate?
- Which groupings of courses will allow the most students to be able to study all the courses from their initial choices?

Timetabling is a complex task which requires considerable time to check each different grouping of subjects. It's not unusual to consider seven or more variations for the Lines of Study in an attempt to find the most suitable.

The most suitable grouping may not allow all students to study all the courses they chose initially. Some students may find that in the most suitable grouping two of their chosen courses are in the same Line of Study. These students may then need to alter their choices. The most suitable Lines of Study are those which keep the number of such students to a minimum.

Once the most suitable Lines of Study arrangement is decided, another form will be issued to those students whose initial selections may not fit the pattern formed. Please note that reserves will be used in the first instance and if this is not possible the student will be issued with another form. These students will then have to make a second selection to fit these Lines of Study. After this stage is reached it is difficult, and sometimes not possible, to change courses.



# **COURSE OUTLINES**

## **NESA Elective Lines**



# ABORIGINAL STUDIES

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**Contact Person:** Mrs Schiller

## COURSE DESCRIPTION

The Australian Aboriginal and Torres Strait Islander peoples can lay claim to having the oldest surviving culture of any group of people on the planet! For their culture to survive over 90 000 years it has had to be both strong and adaptable. Aboriginal society and culture is diverse, complex and intriguing. Aboriginal Studies Years 9–10 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. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia.

## COURSE TOPICS

### YEAR 9

Aboriginal Identities

Traditional and Contemporary Aboriginal Art Aboriginal Technologies and the Environment Aboriginal Peoples and the Media

### YEAR 10

Aboriginal Autonomy

Aboriginal Enterprises and Organization's Aboriginal Oral and Written Expression Aboriginal Peoples and Sport

## COURSE REQUIREMENTS

Students will need to provide a USB flash drive.

Excursions: The National Gallery in Canberra, AITIS and Wiradjuri cultural places.

Course Costs: Nil

## FUTURE PROSPECTS/EDUCATION

This course provides knowledge in relation to our first nation's people. Students can choose Aboriginal Studies in Year 11 and 12. Students can pursue careers in Aboriginal Affairs, Law, Government sectors (Health and Education). Social work, Police and Community Liaison officer to name just a few.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is designed to benefit students of all backgrounds.

The most challenging aspect about this course is:

This course can challenge stereotypes in relation to Aboriginal people and their history from a post-colonial perspective.

The most rewarding aspect about this course is:

Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity. Non Aboriginal students develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society.

# AGRICULTURE TECHNOLOGY

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**Contact Person:** Mrs Rathjen

## COURSE DESCRIPTION

The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices that apply to producing plant and animal products. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. Students develop the ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information.

## COURSE TOPICS

### YEAR 9

- Prime Lamb Production
- Vegetable Production
- Poultry Production
- Crop Production

### YEAR 10

- Viticulture
- Wool Production
- Plant Propagation/Aquaculture
- Sustainable Farming

## COURSE REQUIREMENTS

Practical experiences are a compulsory and important part of the course. These experiences include fieldwork, activities on the school farm, laboratory work, plant and animal husbandry activities and visits to commercial farms and other parts of the production and marketing chain.

Excursions: Local farms and businesses, Orange National Field Days.

Course Costs: A material cost of \$30 will apply for this course.

## FUTURE PROSPECTS/EDUCATION

The knowledge and understanding developed over the two year course can be a good introduction for the senior school subjects of Primary Industries and Agriculture and for employment on the land or an agriculture related business.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in working with animals and plants, enjoy hands on practical experiences and solving problems in the farming sector.

The most challenging aspect about this course is:

Understanding and using industry terminology in Agriculture. Problem solving in everyday agricultural situations.

The most rewarding aspect about this course is:

Problem solving in an industry that is constantly changing in order to supply the food and fibre demand for an increasing world population.

# COMMERCE

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**Contact Person:** Mr Ma

## COURSE DESCRIPTION

Commerce is the course that teaches students to deal with businesses, employers, the law and governments so you know your rights and make informed decisions.

## COURSE TOPICS

### YEAR 9

Consumer and Financial Decisions – Students develop knowledge, understanding and skills that assist them to achieve financial independence by developing the ability to make informed judgements and to take effective decisions regarding the use and management of money.

Running a Business – Students become actively engaged in planning, organising and running a small business and develop strategies to address problems as they arise.

Consumer Choice – Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers.

Promoting and Selling – Students learn about strategies used by businesses to promote and sell products and services.

Investing – Students learn about the range of investment options and how to make wise investment decisions.

### YEAR 10

Towards Independence – Students develop problem- solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.

Law, Society and Political Involvement – Students develop an understanding of how laws affect individuals and groups and regulate society. Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.

Employment and work work futures – Students learn about the commercial and legal aspects of employment issues by; focusing on their options, rights and responsibilities in the work environment.

Travel – Students learn how to plan for travel and how to solve problems encountered when travelling.

## COURSE REQUIREMENTS

Excursions: This is a very practical course and students will be involved in local excursions to the business district. There will be visits to class by business managers, police and solicitors.

Course Costs: Nil

## FUTURE PROSPECTS/EDUCATION

Commerce is the course that will provide you with the skill to help you cope in life after you leave home, in our ever changing and complicated world. Studying Commerce in Year 9 and 10 will assist students who may wish to study Legal Studies, Business Studies, Economics or Retail in Year 11 and 12.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in money, business, law/crime, government/ politics. Students who want to set themselves up for life after school.

The most challenging aspect about this course is:

Commerce has some complicated concepts that are difficult to understand straight away but with perseverance you will master Commerce.

The most rewarding aspect about this course is:

In this subject you have the opportunity to run your own school based business, participate in a mock trial, create your own travel itinerary and organise a fundraiser.



# COMPUTING TECHNOLOGY

**Contact Person:** Mr R Daniels

## COURSE DESCRIPTION

Computing Technology is an exciting and challenging course, enabling 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 7–10, 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 TOPICS	YEAR 9 and 10
<ul style="list-style-type: none"><li>Students undertaking the course are required to complete:</li></ul>	<ul style="list-style-type: none"><li>Enterprise information systems: Modelling networks and social connections</li></ul>
<ul style="list-style-type: none"><li>at least 2 Enterprise Information Systems focus areas</li></ul>	<ul style="list-style-type: none"><li>Enterprise information systems: Designing for user experience</li></ul>
<ul style="list-style-type: none"><li>at least 2 Software Development focus areas</li></ul>	<ul style="list-style-type: none"><li>Enterprise information systems: Analysing data</li></ul>
<ul style="list-style-type: none"><li>4–6 focus areas either individually or combined</li></ul>	<ul style="list-style-type: none"><li>Software development: Building mechatronic and automated systems</li></ul>
<ul style="list-style-type: none"><li>practical learning and project work for most of the course time</li></ul>	<ul style="list-style-type: none"><li>Software development: Creating games and simulations</li></ul>
<ul style="list-style-type: none"><li>at least one group project.</li></ul>	<ul style="list-style-type: none"><li>Software development: Developing apps and web software</li></ul>

## COURSE REQUIREMENTS

Nil

Excursions: Nil

Course Costs: Nil

## FUTURE PROSPECTS/EDUCATION

3D Animation or Graphic design, Programmer, Games developer, Customer Service Technician, Data Entry, Database Engineer, Electronics Technician or Engineer, Hardware Technician, Networking or System Administrator Programmer or Software developer, Webmaster or Web Designer

Students who have completed Year 9/10 elective Computing Technology may elect to continue study in this area by choosing from the subjects listed below in their proceeding years.

Year 11 & 12

Software Design and Development

Industrial Technology Multimedia

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in developing their skills and knowledge with computer related solutions.

The most challenging aspect about this course is:

Being patient when working with the various software packages and having an eye for detail.

The most rewarding aspect about this course is:

Learning new software packages and working with computing technology.

# DANCE

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**Contact Person:** Ms Nibre

## COURSE DESCRIPTION

Dance is a unique way of knowing. Dance, as a visual and performing art, can be presented and appreciated in a variety of ways. For students, dance provides a means of identifying and developing special talents.

Students will develop knowledge, understanding and skills about dance as an art form through:

- Dance performance as a means of developing dance technique and performance quality to communicate ideas.
- Dance composition as a means of creating and structuring movement to express and communicate ideas.
- Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural and historical context.

Students will have the opportunity to contribute as individuals, in small groups, and in class situations. At the end of some terms, students will present items for assessment which may include a given written task, an individual performance, and a group composition that has been worked on throughout the term.

Appropriate clothing also includes tights/track pants, a black T-shirt and soft, flexible 'jazz' type shoes or bare feet, no socks/ stockings.

## COURSE TOPICS

### YEAR 9

- Ballet
- Safe Dance Practices
- Dance Composition
- Elements Of Dance
- Musical Theatre
- Dance Analysis

### YEAR 10

- Contemporary Dance
- Safe Dance Practices Indigenous Dance
- Dance Composition
- Popular Dance Styles

## COURSE REQUIREMENTS

Satisfactory attempt all components of the course (both practical performance and theory)

Excursions: Possible excursions to performances (Eisteddfods, Dance Festivals, Southern Stars)

Course Costs: Nil

## FUTURE PROSPECTS/EDUCATION

This course is beneficial for any student considering the selection of HSC Dance. Dance provides the foundation for study to become a professional dancer, dancer choreographer, dance teacher or owning a private studio.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Previous experience is not required but a passion for dance is necessary!

The most challenging aspect about this course is:

Building self confidence in order to perform in front of an audience.

The most rewarding aspect about this course is:

Developing your confidence and ability in a field you are passionate about.

# DRAMA

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**Contact Person:** Mrs Schiller

## COURSE DESCRIPTION

The study of Drama includes the study of a whole range of elements, ranging from theoretical aspects such as theatre history, methods of acting and the conventions of the stage, to practical aspects such as performing, improvisation and characterisation.

Drama is particularly valuable in that it often enables students to increase their self-confidence and social awareness, teaching students the importance of cooperating and working as a team. In Drama, students are encouraged to express themselves and their opinions while at the same time being encouraged to listen to and respect the opinions of others.

Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

## COURSE TOPICS

### YEAR 9

- Improvisation
- Play building
- Australian theatre
- Masks

### YEAR 10

- Acting
- Voice
- Movement
- Theatre History
- Commedia Dell'arte

## COURSE REQUIREMENTS

128 page exercise book, black t-shirt, black pants.

Excursions: N/A

Course Costs: N/A

## FUTURE PROSPECTS/EDUCATION

Bachelor of Arts Drama

Drama Teacher

Director Theatre Practitioner

Production staff Costume designers

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Anyone interested in the arts, performance, working collaboratively, history or cultural differences.

The most challenging aspect about this course is:

The challenge of the course is that students need to work in groups, act and commit to being part of a team. They need to be able to reflect on a performance and use this reflection to improve. Students need to also be confident in speaking and performing in front of each other and the classroom teacher.

The most rewarding aspect about this course is:

Allowing yourself to 'play' and let go of inhibitions in order to discover an outlet of confidence and enjoyment.

# ELECTIVE GEOGRAPHY

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**Contact Person:** Mr Cooper

## COURSE DESCRIPTION

The Elective Geography course is an exciting and interesting course that enables you to discover how environments and communities interact. Elective Geography is the course that teaches students about the world around them and the geographical concepts that help shape the world. Elective Geography allows you to investigate concepts and issues associated with life on Earth in more detail compared to your Mandatory Geography. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry and enables depth studies through flexible programming. Elective Geography provides opportunities for fieldwork and opportunities to develop topographic mapping skills.

Elective Geography allows students to build on their geographical knowledge and skills. This course will assist students in Mandatory Geography and is recommended for students considering studying Geography in Year 11 and 12. Elective Geography provides skills that will assist students interested in careers in Environmental Management, Agriculture, Government and Town Planning, Business, and Law after school.

## COURSE TOPICS

### YEAR 9

- Physical Geography
- Oceanography
- Geography of Primary Production
- Political Geography

### YEAR 10

- Development Geography
- Australia's Neighbour
- Interactions/Patterns along a Continental Transit
- School-developed option

Course Costs: NIL

## EXCURSIONS

Opportunities are available for students to attend excursions to reinforce content and skills being analysed in class.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who enjoy studying Geography now and want to build on their geographical knowledge and skills. Students who are interested in the world around them.

The most challenging aspect about this course is:

Elective Geography has some complicated concepts that are difficult to understand straight away but with perseverance you will master Elective Geography.

The most rewarding aspect about this course is:

Elective Geography provides students with a detailed understanding of the world around them and how our actions can shape a more sustainable world.

# FOOD TECHNOLOGY

---

**Contact Person:** Mr Brown

## COURSE DESCRIPTION

Students will learn to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Students learn practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

## COURSE TOPICS

### YEAR 9

- Food equity
- Food in Australia
- Food selection and health
- Food for specific needs

### YEAR 10

- Food service and catering
- Food product development
- Food trends
- Food for special occasions

## COURSE REQUIREMENTS

It is a mandatory requirement that students undertake practical activities. Students will learn how to prepare, cook and present a variety of food items.

Enclosed leather shoes are required for practical lessons.

Excursions: N/A

Course Costs: A materials cost of \$100 per year has been set to cover the cost of foods consumed. Payment due at the start of the course.

## FUTURE PROSPECTS/EDUCATION

Hospitality industry – Chef, waiter, barista, hotel management, Food Technologist, Food Scientist, Food Product Development, Nutritionist, Dietitian.

Students who have completed Year 9 and 10 elective Food Technology may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

### Year 11 & 12

- Food Technology
- Hospitality

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in food; preparation & cooking, nutrition, availability or developing new products.

The most challenging aspect about this course is:

Using the developed skills to accurately produce meals and other food items by following recipes.

The most rewarding aspect about this course is:

The array of practical components and satisfaction of preparing and cooking safe and hygienic food to cater for a range of health concerns, events and social occasions.



# GRAPHICS TECHNOLOGY

**Contact Person:** Mr Brown, Mr Sheppard

## COURSE DESCRIPTION

Graphics Technology enables students to engage in both manual and computer-based forms of illustration and product modelling. Students develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations.

Students will develop knowledge, understanding and skills to:

- Visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- Interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
- Use graphics conventions, standards and procedures in the design, production and interpretation of a wide range of manual and computer-based graphical presentations
- Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information.
- Create 2D and 3D CAD representations of complex, compound shapes, scale models using 3D printing and laser cutting technologies.

## COURSE TOPICS

<b>YEAR 9</b> Core Modules consist of: <ul style="list-style-type: none"><li>• Instrument drawing</li><li>• Computer Aided Design (CAD)</li></ul> All modules provide content designed to develop knowledge, understanding and skills related to the four key areas of: <ul style="list-style-type: none"><li>• Graphics principles and techniques</li><li>• Design in graphics</li><li>• Planning and construction</li><li>• Presentation</li></ul>	<b>YEAR 10</b> Elective units consist 4-6 of the following; <ul style="list-style-type: none"><li>• Architectural Drawing</li><li>• Australian Architecture</li><li>• Cabinet and Furniture Drawing</li><li>• Computer Aided Design (CAD)</li><li>• Computer Animation</li><li>• Engineering Drawing</li><li>• Graphic Design and Communication</li><li>• Product and Technical Illustration</li></ul>
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## COURSE REQUIREMENTS

Excursions: Nil

Course Costs: Drawing Kits – approximately \$50.00 (not compulsory)

## FUTURE PROSPECTS/EDUCATION

Architect, Graphic designer, Product designer, Engineer, Drafts-person, Educator

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have a great interest in developing skills in technical drawing and learning about various drawing types and techniques. Also they should have an interest in using computer software to create 3 dimensional models of real life products.

The most challenging aspect about this course is:

Understanding spatial concepts and being able to convert 2 dimensional drawings to 3 dimensional ones and vice versa. Also learning to use a variety of computer based drawing software to produce quality drawings.

The most rewarding aspect about this course is:

Learning how to draw objects in a variety of different styles using both manual techniques and computer based software. Being able to get a taste of product design, architecture, engineering drawing and 3 dimensional modelling.

# INDUSTRIAL TECHNOLOGY (METAL)

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**Contact Person:** Mr Brown

## COURSE DESCRIPTION

Industrial Technology – Metal is a predominantly practical course which will be studied for two (2) years. The study of Industrial Technology Metal 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.

Industrial Technology Metal develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through the practical use of tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

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

## COURSE TOPICS

YEAR 9 and 10

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

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

- Fabrication and Metal Machining

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

- Sheet metal products (e.g., toolbox, etc)
- Metal machining projects (e.g., Machine vice, centre punch,
- Fabricated projects (e.g., nutcracker, scrolled projects, BBQ, occasional table, etc

## COURSE REQUIREMENTS

Enclosed leather shoes for practical lessons, pens and pencils

Excursions: Nil

Course Costs: A fee of \$60 is set per year to cover the cost of consumables and materials.

## FUTURE PROSPECTS/EDUCATION

Metal fabricator, welder, boiler maker, engineer, metal machinist, tool maker.

Students who have completed Year 9 and 10 elective Industrial Technology Metal may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 and 12 - VET Metal and Engineering

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with a keen interest in working with metal and metalworking tools.

The most challenging aspect about this course is:

Taking the time to produce quality projects.

The most rewarding aspect about this course is:

Gaining skills in the use of metalworking tools and machines. Taking home quality, completed practical projects that you are proud of.

# INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

**Contact Person:** Mr Brown

## COURSE DESCRIPTION

Industrial Technology Multimedia is a predominately practical course, which will be studied for two (2) years. The study of Industrial Technology Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies.

Industrial Technology Multimedia develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through the practical use of tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

## COURSE TOPICS

<p>YEAR 9 and 10</p> <p>The Multimedia focus area of Industrial Technology provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries.</p> <p>Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating. A variety of multimedia-based technologies and techniques will be used, including;</p> <ul style="list-style-type: none"><li>• Multimedia computers</li><li>• Digital cameras</li><li>• Augmented reality (AR) or virtual reality (VR) equipment</li><li>• 3D printers and laser cutting technologies</li><li>• Desktop publishing</li><li>• Sound creation for multimedia presentations</li><li>• Video capture and production techniques.</li></ul>	<p>Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia-related technologies. These will include but not limited to:</p> <ul style="list-style-type: none"><li>• Manipulation of digital images and photo journals</li><li>• Brochures incorporating photographic images, including ePublications</li><li>• Multimedia presentations and movie making.</li><li>• 2D and 3D computer animations</li><li>• Webpage design and Apps.</li><li>• Augmented reality (AR) or virtual reality (VR) products</li><li>• Computer Games</li></ul>
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## COURSE REQUIREMENTS

Nil

Excursions: Nil

Course Costs: Nil

## FUTURE PROSPECTS/EDUCATION

3D Animation or Graphic design, Programmer, Games developer, Programmer or Software developer, Webmaster or Web Designer.

Students who have completed Year 9 and 10 Industrial Technology Multimedia may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

- Industrial Technology (Multi Media)
- Software Design and Development
- Information and Digital Media Technology (Vocational Subject)

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in developing their skills and knowledge with computer related solutions.

The most challenging aspect about this course is:

Being patient when working with the various software packages and having an eye for detail.

The most rewarding aspect about this course is:

Creating a product that you can be proud of and learning new software packages.

# INDUSTRIAL TECHNOLOGY (TIMBER)

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**Contact Person:** Mr Brown

## COURSE DESCRIPTION

Industrial Technology Timber is predominately a practical course, which will be studied for two (2) years. 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.

Industrial Technology Timber develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

## COURSE TOPICS

YEAR 9 and 10

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

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

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

- Furniture items (e.g. coffee table, bedside cabinet, hall, stand, seating, etc)
- Decorative timber products (e.g. mirror frame, turned bowl, lamp stand, etc)
- Storage and transportation products (e.g. jewellery box, etc)
- Storage and display units (e.g. kitchen rack, desktop box, etc)

## COURSE REQUIREMENTS

Enclosed leather shoes for practical lessons, pens and pencils.

Excursions: Nil

Course Costs: A fee of \$60 is set to cover the cost of consumables and materials.

## FUTURE PROSPECTS/EDUCATION

Cabinetmaker, builder, joiner, furniture maker, construction worker, architecture, forestry, furniture design.

Students who have completed Year 8 elective Industrial Technology Timber may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

- Industrial Technology (Timber)
- Construction

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with a keen interest in working with timber and woodworking tools.

The most challenging aspect about this course is:

Being prepared to work consistently throughout the course. Taking the time to produce quality projects.

The most rewarding aspect about this course is:

Gaining skills in the use of woodworking tools and machines. Taking home quality, completed practical projects that you are proud of.

# MUSIC

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**Contact Person:** Mrs Job, Ms Eyb

## COURSE DESCRIPTION

Music in Year 9 and 10 builds on the knowledge and skills developed in Year 7 and 8. Students will be encouraged to choose one instrument to further increase their skills and technique through performance experiences within large ensembles, smaller ensembles and solo performances.

Students get to develop their enjoyment and knowledge of music through the topics by:

- Performing
- Composing
- Listening

Students will also be provided with an opportunity to experiment with a wide range of modern technologies such as music notation and production software. These technologies will provide a foundational understanding on how to produce music as an artist. A great aspect of the course is the provision of wonderful opportunities for students to exhibit their talents through various performances both in class and for school events such as: assemblies, Soiree, MADD week and various community performances.

## COURSE TOPICS

### YEAR 9

- Jazz/Blues music
- Classical music
- Australian music

### YEAR 10

- Medieval music
- Music for another culture
- Music for television, film and multimedia
- Rock music

## COURSE REQUIREMENTS

Prior knowledge of music theory from Year 7 & 8.

Excursions: Local concerts, Soiree, MADD week, Cherry Jam, Cherry Festival

Course Costs: Only applicable to those who have maintenance costs for their own instrument.

## FUTURE PROSPECTS/EDUCATION

- Performing artist, singer/band member, member of an orchestra
- Composer, arranger, song writer
- Studio recording engineer, live sound engineer
- Music education
- Music producer/DJ

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for both the serious musician looking for possible future career options and those who simply enjoy making music.

The most challenging aspect about this course is:

Performing in an ensemble requires copious amounts of teamwork when preparing pieces. Students are expected to rehearse performances outside of class at times when needed.

The most rewarding aspect about this course is:

Being part of concerts and performances such as Soiree and MADD week. Performing in an ensemble with peers is a rewarding aspect as you have been part of a concert.



# MYSTERIES OF HISTORY

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**Contact Person:** Mrs Schiller

## COURSE DESCRIPTION

Who murdered Oetzi the Iceman? Who was Jack the Ripper? What happened to the ghost ship the Mary Celeste? Did Atlantis really exist? What happened to the great civilisation of the Incas? And what's the deal with the Bermuda Triangle?

This elective History course offers students the opportunity to develop their detective skills and investigate some of the greatest historical mysteries, unsolved murders and unexplained occurrences of the Ancient, Medieval and Modern world.

## COURSE TOPICS

### YEAR 9

Term 1 - Myths and Legends – The Hero's Journey

Term 2 - Disasters – Land, Air and Sea

Term 3 – Assassinations, Murders and All Things Gruesome

Term 4 – Super HISTerious – Superstition, Witches and all things Spooky

### YEAR 10

Term 1 - Constructing History – How to Use Evidence

Term 2 - Serial Killers – Jack the Ripper and Modern Day Mayhem

Term 3 - Terrorism

Term 4 - History and Film

## COURSE REQUIREMENTS

This course will be studied through individualised units negotiated with the class teacher.

Excursions: Nil

Course Costs: N/A

## FUTURE PROSPECTS/EDUCATION

Mysteries of History allows students to build on their historical knowledge and skills. This course will assist students in mandatory History and assists in preparing students for senior history study. Mysteries of History provides students with skills that will assist in developing careers in Journalism, Law, Museum Curator, Foreign Affairs, Law Enforcement and Teaching.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is excellent for students interested in History as it allows them to study a range of periods and events in depth. It also allows students to pursue their own area of interest in History.

The most challenging aspect about this course is:

Writing analytical extended responses, critical source analysis.

The most rewarding aspect about this course is:

A greater depth of knowledge of our world and Australia's place in it. As well as developing skills in independent learning, interpretation and analysis, research and communication.

# PHYSICAL ACTIVITY AND SPORTS STUDIES

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**Contact Person:** PDHPE Staff

## **COURSE DESCRIPTION**

This course provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes a study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has focus on moving with skill in order to enjoy participation and to achieve performance goals.

This course presents a broad view of physical activity and incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities and the use of activity for therapy and re-mediation.

Physical Activity and Sport Studies consists of three major areas of study; all of which are made up of five different content areas.

Area of Study 1 – Foundations of physical activity

Area of Study 2 – Physical Activity and Sport in Society

Area of Study 3 – Enhancing participation and performance

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity provides a major context for voluntary work across Australia.

## **COURSE TOPICS**

YEAR 9

Fundamentals Of Movement Skill, Australian Sporting Identity, Physical Fitness, Technology, Participation and Performance, Games Sense, Australian Sports, Recreation Pursuits.

YEAR 10

Body Systems and Energy For Physical Activity, Sports Injuries, Sports Coaching, Event Management, Stick It, European Style, Let's Mix It Up.

## **COURSE REQUIREMENTS**

Excursions: Possible visits to local sporting venues and primary schools

Course Costs: Nil

## **FUTURE PROSPECTS/EDUCATION**

Those looking for employment in the fitness industry, become sports coaches, work within sport and recreation or those looking for careers in paramedics, exercise physiology.

## **FREQUENTLY ASKED QUESTIONS**

Who should consider taking this course?

Students who have an interest and passion in health and fitness, with a strong knowledge and understanding of the importance of physical activity and sport. Students with a passion for participation in physical activity.

The most challenging aspect about this course is:

Students will be required to speak regularly and participate in sports in front of class members when completing practical activities. They will also be required to assist in the coaching and training of junior classes and school sporting teams.

The most rewarding aspect about this course is:

Further developing and building knowledge and skills in an area of passion to you.

# TEXTILES TECHNOLOGY

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**Contact Person:** Mrs Brown

## COURSE DESCRIPTION

In this course students will learn about modern Textiles and Design technology.

The course will concentrate on students' interests in design and fashion drawing, garment construction, and craft technology.

Students will be able to construct garments and textile articles as well as enjoying learning experiences with design, machine appliqué, and dyeing.

Practical projects undertaken will reflect the nature of textile technology and provide opportunities for students to develop skills related to textiles.

The course is predominately practical work where students will produce textile articles with the use of overlockers, sewing machines and computerised embroidery machines.

## COURSE TOPICS

YEAR 9 and 10

The Textiles and Design focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the fashion and apparel industries.

There are three areas of study:

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

Practical projects undertaken will reflect the nature of textile technology and provide opportunities for students to develop skills related to textiles.

- Apparel: clothes/ fashion accessories, embroidered products and jewellery
- Furnishings: cushions, bed linen, chair covers, bean bags
- Textile arts: wall hangings, fabric art
- Costume: includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- Non-apparel: toys, bags, backpacks, sleeping bags

## COURSE REQUIREMENTS

Students will be required to purchase their own fabrics.

Excursions: Nil

Course Costs: There will be a materials cost of \$30 per year for this course. This covers overlocker thread, dyes and sample materials. Project material will need to be purchased throughout the course at student expense.

## FUTURE PROSPECTS/EDUCATION

Design architects, industrial designers, graphic designers, interior designers, fashion designers, fashion marketing, product development, textile development, textile research.

Students who have completed Year 9 and 10 elective Textiles Technology may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

Textiles Technology

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for students who enjoy being creative, and want to develop skills in designing, manipulating and experimenting with fabrics for an end use.

The most challenging aspect about this course is:

Being patient with the construction of garments and projects and learning how to use fabrics for different end uses.

The most rewarding aspect about this course is:

Gaining a better understanding of fashion design and garment making while creating projects you can be proud of.

# VISUAL ARTS

**Contact Person:** Mrs Job, Mr Daniels

## COURSE DESCRIPTION

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. It teaches students how to interpret and organise such information. Visual Arts encourages creative and confident use of technologies. Students explore traditional and contemporary art forms as well as emerging digital media. Students make artworks developed over time that build a body of work. Students investigate the use of technologies in a range of artworks and in critical and historical studies of art. They interpret artworks using the language of the Frames (subjective, cultural, structural, and post- modern) and study the relationships between artist, artwork, world, and audience (the conceptual framework). This learning is also applied to their own art making. Students develop skills in a variety of art making activities chosen.

## COURSE TOPICS

### YEAR 9

This year gives an overlook at the how Visual Arts is used as a form of cultural expression.

These may include:

- Street Art as a subculture that reflects the views of the people. Stencilling and its use as a tool of mass culture is used by students to create their own merchandise.
- Exploring natural forms and botanical drawing using a range of mediums, such as pencil, printmedia, ceramics and biro.
- Anime plus Manga as a study of Eastern art.
- Art appreciation and critical analysis

### YEAR 10

Students are introduced to more traditional mediums and subject matter that have historically been explored in art.

These may include:

- Surreal pen and ink drawing.
- Ceramic forms
- Sculpture foam carving or air dry clay.
- Students are also encouraged to extend their sense of conceptual expression by experimenting with ideas of surrealism in art. An ability to analyse artworks in-depth is developed through learning to use literary scaffolds to deepen evaluation.
- Urban streetscape painting, using complex colours and blending.
- Art Appreciation and critical analysis.

## COURSE REQUIREMENTS

Students are required to keep a Visual Arts diary. This diary provides a vital link between the student and the teacher. It is used to document the stages of a student's art making practice and allows for reflection, evaluation, and assessment. Students will need to provide a USB flash drive.

Excursions: Excursions to local, regional and metropolitan art galleries.

Course Costs: \$30 including hardbound A4 Diary

## FUTURE PROSPECTS/EDUCATION

Study in Visual Arts provides students not only with strong discipline based knowledge but with the fundamental skills, creative expertise and learning mindset recognised as essential capabilities for the 21st century.

Students can choose careers in teaching, art gallery management, designer, art lecturer, animation photographer or graphic designer to name a few.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in art and have a creative flair.

The most challenging aspect about this course is:

There are no challenges, just new discoveries.

The most rewarding aspect about this course is:

Visual Arts is a creative and exciting subject that promotes experimentation and having fun while developing artistic skills and talents. Students' work express their experiences, interpretations and concerns about this world.

# **COURSE OUTLINE**

## **Interest Electives - School Based**



# CSI - FROM CRIME SCENE TO COURTHOUSE

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**Contact Person:** Mr Ma

## COURSE DESCRIPTION

The purpose of this course is to allow students to learn about key topics in forensic science and the legal system within Australia. Through virtual and hands-on labs and analysis of fictional crime scenarios, students will learn about the procedures and principles of crime scene investigation, physical and trace evidence, analytical techniques in forensic science and the law and courtroom procedures in criminal law cases.

Students will continually develop key skills in forming and testing hypotheses, critical thinking, problem-solving, data collection, public speaking, debating and responsible conclusions. They will have the opportunity to meet and talk to professionals within the forensic science field and the legal system; and will undertake excursions to a forensic science laboratory at a university and a courthouse.

## COURSE TOPICS

- Roles of crime scene personnel
- Crime scene sketches
- Crime scene photography
- Types of evidence e.g. fingerprints, ballistics, splatter patterns, fibres, DNA, tire tracks, tool marks
- Collecting evidence and handling it properly
- Chain of custody
- Analysis of television crime shows for reality
- Courtroom structure and procedures
- Presenting evidence in the courtroom
- Role of witnesses and the jury
- Public speaking
- Mock trial
- Debating
- Sentencing and Bail Hearings

## COURSE REQUIREMENTS/EXCURSIONS

**Excursions:** Excursions to Young Local Court to see a real trial in action, to various public speaking, debating and mock trial competitions and to the University of Canberra to use their forensic science laboratory

**Course Costs:** To cover the cost of excursions

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills. The general employability skills all of which will be developed throughout this course include: Communication; Team Work; Problem Solving; Initiative and enterprise; Planning and organising; Self-management; Learning; Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in forensic science and/or legal procedures and students who like to apply critical thinking skills to solve problems.

The most challenging aspect about this course is:

Thinking logically and developing skills to solve problems. Also, thinking from different angles and perspectives and persevering to solve difficult cases.

The most rewarding aspect about this course is:

Solving crimes, even if they are fictional!

# ENVIRONMENTAL EDUCATION AND OUTDOOR RECREATION

**Contact Person:** Mr Cooper

## COURSE DESCRIPTION

This exciting course offers students the opportunity to obtain the bronze level of the prestigious Duke of Edinburgh Award. The Duke of Ed award is an internationally recognised youth development program that empowers young people to explore their full potential.

This course will provide opportunities for students to learn a new skill, participate in a physical activity of their choice, volunteer in the community and undertake an adventurous journey. Participants will learn how to analyse and interpret topographic maps, plan journeys in the great outdoors, work as a team towards a common goal and manage their time effectively.

The major outcome of this course will be for students to enhance their understanding of issues associated with environmental sustainability and outdoor recreation whilst working toward the goal of being awarded the bronze Duke of Edinburgh Award. Students must commit some of their own time to undertaking aspects of this course if they are to receive the bronze Duke of Edinburgh Award.

## COURSE TOPICS

<ul style="list-style-type: none"><li>Effectively uses area reference and grid reference to locate features on a map</li><li>Identifies location using direction and bearings</li><li>Calculates distance using ratio scale</li><li>Calculates time between locations using scale and journey speed</li><li>Works effectively with others</li><li>Recognises environmental impact of adventurous journey</li><li>Identifies and minimises risk associated with adventurous journey</li></ul>	<ul style="list-style-type: none"><li>Plans a safe and suitable adventurous journey</li><li>Organises a meal plan for adventurous journey</li><li>Packs a hiking bag effectively</li><li>Creates a wilderness first aid/ survival kit</li><li>Recommends first aid treatment for a range of scenarios</li><li>Manages time effectively</li><li>Demonstrates perseverance in learning a new skill</li><li>Displays initiative in undertaking physical recreation</li></ul>
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## COURSE REQUIREMENTS/EXCURSIONS

Students are expected to:

- Follow the requirements of the Duke of Edinburgh Award
- Pay the money to register for the Duke of Edinburgh Award
- Undertake some of the skill, service and physical recreation components of the award in their own time
- Work collaboratively with peers
- Attend the adventurous journey excursions
- Keep log book up to date

## FUTURE PROSPECTS/EDUCATION

The Duke of Edinburgh program is a highly respected and prestigious award that is internationally recognised. Obtaining the award demonstrates that students are self-motivated, organised, ambitious and willing to try new things and committed to achieving their goals. The course will provide students with the opportunity to develop their navigational and mapping skills and enhance their understanding of environmental sustainability. Obtaining the Duke of Edinburgh award demonstrates to potential employers that students are ambitious and keen to reach their full potential.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Anyone who is keen to challenge themselves! This course empowers students to become independent learners and manage their time effectively. This course is perfect for anyone with a love of the outdoors who wants to learn new skills, improve their fitness and give back to the community.

The most challenging aspect about this course is:

Maintaining records of skill development and organisational skills. In order to obtain the bronze Duke of Edinburgh Award students must complete and keep records of all hours completed and have these signed off by the assessor.

The most rewarding aspect about this course is:

The amazing feeling of accomplishment that is gained from learning a new skill, giving back to the community, improving your fitness and completing an adventurous journey. The more students challenge themselves, the greater the reward will be!

# FITNESS INSTRUCTOR & P.T. BASICS

**Contact Person:** Ms Danckert, Mr Beckett

## COURSE DESCRIPTION

This exciting course offers students the opportunity to obtain the basics to fitness instructing and personal training. Students will gain an understanding of the human body and training methods that are used to improve the effectiveness of the body's different systems.

Students will study: basic anatomy and physiology; apply this knowledge to fitness training plans for different population groups and medical conditions; identify risk and management of risk in the fitness industry; develop and instruct various fitness activities; perform a case study of an individual and monitoring their fitness and improvements; and how to motivate and inspire others. There is also a water based component where students will engage in fitness activities related to the water. The major outcome of this course is that students are exposed to opportunities to engage in the fitness industry and build their skills and confidence in doing so.

## COURSE TOPICS

<ul style="list-style-type: none"><li>• Identify risk and apply risk management processes</li><li>• Provide first aid</li><li>• Participate in environmentally sustainable work practices</li><li>• Follow occupational health and safety policies</li><li>• Interact with others effectively</li><li>• Demonstrates how to complete a client screening and assessment</li><li>• Provide nutrition advice in accordance with the recommended guidelines and fitness programs</li><li>• Undertake client induction and screening in role play scenario</li><li>• Use and maintain core fitness industry equipment</li><li>• Undertake relevant exercise planning and programming</li><li>• Utilise a broad knowledge of exercise science in exercise planning, programming and instruction</li></ul>	<ul style="list-style-type: none"><li>• Utilise an understanding of motivational psychology with fitness clients</li><li>• Apply anatomy and physiology to fitness programs</li><li>• Provide information about injury prevention and management to fitness programs and clients</li><li>• Develop basic fitness programs</li><li>• Plan and deliver group exercise sessions</li><li>• Plan and deliver water based fitness activities</li><li>• Plan and deliver an endurance training program</li><li>• Plan and deliver fitness programs to different population groups and medical conditions</li><li>• Instruct fitness activity to an individual using fitness equipment</li><li>• Plan, deliver and monitor a personal training program</li></ul>
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## COURSE REQUIREMENTS

Students are expected to:

- Participate in all learning activities throughout the course
- Pay and complete their first aid course
- Undertake some of the skill, activities and recreation components of the course in their own time
- Work collaboratively with peers
- Be prepared to work with outside businesses in the fitness industry throughout the course
- Be involved in all fitness activities and opportunities throughout the course

## FUTURE PROSPECTS/EDUCATION

This course is an introduction to other fitness courses offered by external providers such as Certificate III in fitness, Certificate IV fitness which can lead to personal training and instructing. This course leads into the HSC PDHPE and SLR courses, it is also a basics to moving into University to study Exercise Science and Sport Science. This course will develop student's confidence, interpersonal skills, organisational and evaluating skills. They will develop general employability skills such as: Team work; Communication; Problem Solving; Initiative and enterprise; Planning and organising; Self-management; Learning and Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Anyone who is keen to challenge themselves! This course empowers students to become independent learners and manage their time effectively. This course is perfect for anyone with a love of the outdoors who wants to learn new skills, improve their fitness and give back to the community.

The most challenging aspect about this course is:

The anatomy and physiology may require some patience when understanding how it all connects. Having the confidence to deliver an exercise or fitness session to others.

The most rewarding aspect about this course is:

The amazing feeling of accomplishment that is gained from learning a new skill, improving your fitness and completing programs that motivate and inspire others. The more students challenge themselves, the greater the reward will be!

# GAME DESIGN AND DEVELOPMENT

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**Contact Person:** Mr Daniels

## COURSE DESCRIPTION

Angry Birds, Candy Crush, and Minecraft. Thanks to each of these, the gaming industry today is worth billions of dollars. And thanks to the spread of hand-held devices, gaming is more accessible than ever before – with people of all ages, genders and backgrounds able to get their game on.

The Game Design and Development course is designed to give students a thorough grounding in software design and development. As well as specialist lessons that critically appraise video games as designs and cultural media products, this course will equip you with the skills you'll need to start designing and creating the next wave of popular video games.

This course helps students to possess skills that are applicable to a diverse range of coding activities and provides them with basic knowledge that can help them develop methods and strategies to become successful, confident and effective software developers.

Students will study and apply skills in the areas of Fundamentals of Coding; Image manipulation; Game Design and Development.

## COURSE TOPICS

- Follow a tutorial to create a simple platform game
- Develop a project plan
- Create and manipulate images for game graphics
- Write pseudo code for game algorithms
- Write a flow chart for game algorithms
- Review Computer Software
- Complete a software project from concept creation to delivery to users
- Work effectively with others
- Communicates instructions to others
- Caters for the varied needs of gamers
- Design and develop a simple platform game

## COURSE REQUIREMENTS

A desire to code

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills. The general employability skills all of which will be developed throughout this course include: Communication; Team Work; Problem Solving; Initiative and enterprise; Planning and organising; Self-management; Learning; Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students that have a desire to create simple games and develop their skills in coding. There will be opportunities to review current games, however this does not mean the class will be playing an X-Box for the duration of the course. The course is designed to spend a majority of the time coding.

The most challenging aspect about this course is:

Understanding new concepts relating to game design and development.

The most rewarding aspect about this course is:

Making games and Coding. The skills and knowledge attained from completing this course will give students a sound foundation for the HSC subject - Software Design and Development. Students will be able to take their completed software and show others the results of their skill development.

# GO GREEN GARDEN AND LANDSCAPING

**Contact Person:** Ms Danckert

## COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in the horticultural and landscaping industries. The course enables students to gain a practical understanding to what is required in a horticultural or landscaping role by learning the sustainable, practical, technical, identification and organisational skills associated within garden maintenance, basic plant health, landscape construction and design basics.

The course will provide students with opportunities to identify plant species, soil types, garden maintenance skills, vegetation identification, and organisation skills and to volunteer in the community. It will also provide partnerships with community organisations and external providers to work collaboratively on projects within the region.

The skills associated within this course will consist of the operation and troubleshooting of garden maintenance and equipment, plant knowledge and environmental considerations associated with horticulture. Students will enhance their understanding of issues associated with the natural/built environment and their relation and impact on it. There will also be organisational roles such as planning a basic landscape design and construction, garden maintenance planning, and implementation of plant health plans.

## COURSE TOPICS

<ul style="list-style-type: none"><li>• Display and provide general grounds care</li><li>• Operate and maintain basic machinery and equipment</li><li>• Perform pruning operations</li><li>• Identify and treat weeds</li><li>• Demonstrates the ability to pot up plants</li><li>• Manages time and works effectively in the industry</li><li>• Participate in environmentally sustainable work practices</li></ul>	<ul style="list-style-type: none"><li>• Effectively assists with soil or growing media sampling and testing</li><li>• Demonstrates the ability to recognise various plant species, basic soil, vegetation and flower types</li><li>• Plans and assists with landscape construction work</li><li>• Effectively undertakes propagation activities</li><li>• Works and participates in work health and safety processes</li></ul>
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## COURSE REQUIREMENTS

Covered shoes, hats, gloves, and ear protection and the ability to follow instructions for a safe learning environment.

Excursions: To take part in local garden maintenance and construction and replanting projects in the local community and visit a nursery. Students will experience Guest presenters who are experts in their fields. Local excursions to provide knowledge, understanding and training within the horticultural industry.

Community Involvement: Hilltops Council, Landcare, Local Businesses

Course Costs: Costs associated with any excursions as they arise, and students must provide their own gardening gloves, ear protection, safe footwear and broad brimmed hat. Costs will also be dependent on the personal interests as each student specialises in their own area. The cost of any excursions as they arise.

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students would develop and strengthen their employability skills. The general employability skills all of which will be developed throughout this course include: Communication, Team Work, Problem Solving, Initiative and enterprise Planning, Organising Self-management and safety and Learning for life.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in involving themselves in the horticultural skills of plant identification, care and maintenance and an interest in their natural environment. Students who have strengths in teamwork and independent work and who take pride in their abilities and skills and enjoy working in a practical setting.

The most challenging aspect about this course is:

The ability to work effectively on a team and to troubleshoot issues that arise due to the landscape and differentiation of a course that is based on an outside environment.

The most rewarding aspect about this course is:

Being involved in the creation of a garden, assisting the local community in maintaining their amenities. Students will develop pride and satisfaction of seeing what their work has achieved. Developing their skills of relating to their local environment. Developing skills for future employment or career options.

# LIVE PRODUCTION

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**Contact Person:** Ms Eyb

## COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in live production, theatre and events industries. The course enables students to gain a practical understanding of what is required in a production role by learning the practical, technical and organisational skills associated within a production.

The course will provide students with opportunities to run music concerts, musical productions and multimedia events within our school, such as MADD night. It will also provide partnerships with community organisations and external providers to work collaboratively on productions within the region.

The skills associated within these productions will consist of the operation and troubleshooting of live sound, lighting, stage management and multimedia equipment, as well as opportunities in organisational roles such as event planning, promotion and marketing strategies. These are the foundational elements when panning a production.

## COURSE TOPICS

- Live sound production operation
- Lighting programming/sequence
- Staging setup & management
- Live operation of multimedia/screening software packages
- Troubleshooting of live technical issues
- Design and creation of costumes
- Props, scenic art & venue decoration design and construction
- Film/recording of live productions for DVD/video purposes
- Event promotion and marking using various types of media
- Front of house operations: ticketing, ushering
- Event/venue planning & management
- Service and assistance to needs of a live performer

## COURSE REQUIREMENTS

Flexible availability outside of school hours as some project based events are out of school hours.

**Excursions:** Excursion to a school in the wider region to collaborate on a production event Eg. Cherry Jam Combined Schools Showcase.

**Course Costs:**NIL

## FUTURE PROSPECTS/EDUCATION

Through the experiences and opportunities provided throughout this course, students will develop general employability skills such as: Communication; Team Work; Problem Solving; Initiative and enterprise; Planning and organising; Self-management; Learning; Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in involving themselves in concerts, music concerts, musical productions and multimedia events within our school and community. Students who have strengths in teamwork and collaborative skills.

The most challenging aspect about this course is:

Ability to work effectively on a team to troubleshoot real-time technical issues during live show with an audience present.

The most rewarding aspect about this course is:

Being involved in the creation and the running of an event. Developing relationships with peers as this course will be primarily focused on teamwork. Providing service to community events/organisations. Opportunities to work on live productions in a variety of contexts.



# MEDICINE, HEALTH AND WELLNESS BASICS

**Contact Person:** Ms Danckert, Miss Nibre

## COURSE DESCRIPTION

This exciting course offers students the opportunity to learn about and engage in the medical field. It provides the opportunity for students to complete their first aid certificate, CPR training and mental health teen first aid participation. It looks at Australia's health system and the careers associated within the health sector and what they involve. Students will look at the research aspect of the medical field investigating various diseases and medical conditions and reviewing technology in the medical field. Students will be required to learn about working with the elderly and volunteer during class time at the local nursing home to gain understanding and empathy required in the medical sector. There is a component of wellness in this course focusing on alternate methods of health care that people may utilise. In term 4 students will engage in a personal project in the medical area focusing on one of the following: research, technology, careers or hands on experiences.

## COURSE TOPICS

<ul style="list-style-type: none"><li>• Completion of first aid course</li><li>• Demonstrate all first aid skills and treatment</li><li>• Apply first aid knowledge to scenarios</li><li>• Work with diverse people –mainly the elderly/aged</li><li>• Discover the history of disease and how it is transmitted</li><li>• Investigate medical conditions and diseases and apply to role play scenarios</li><li>• Research the technology used in the health industry</li><li>• Participate in visits to medical services in Young</li><li>• Investigate alternative measures to health such as yoga</li></ul>	<ul style="list-style-type: none"><li>• Participate in workplace health and safety</li><li>• Case Study on health areas in Young</li><li>• Engage with health professionals locally and globally</li><li>• Volunteer at school events to be part of the first aid team</li><li>• Completing health care plans and understanding their purpose</li><li>• Demonstrate how to take blood pressure, heart rate and temperature accurately and recording this information.</li></ul>
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## COURSE REQUIREMENTS

Students are expected to:

- Complete the first aid course
- Participate in all learning activities provided
- Engage with external health providers
- Volunteer during school time at the local nursing home and other venues nominated by the teacher
- Be open minded and keen on issues in the medical field

## FUTURE PROSPECTS/EDUCATION

This course is an introduction to medical pathways and can lead to an interest in TAFE courses such as aged care or nursing. This course leads into the HSC PDHPE, Biology and Investigating Science courses. This course provides students with the opportunity to gain qualifications and experiences in the many areas of the medical field. Students will develop general employability skills such as: Team work, Communication, Problem Solving, Initiative, Planning and organising, Self-management, Learning and Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Anyone who is keen to learn more about the medical field and wants to experience working with local professionals and community groups. This is a great course for people who want to build on their confidence and communication skills while developing care and respect.

The most challenging aspect about this course is:

Ability to work effectively with others outside the school, in particular with the elderly. Having patience and tolerance to work with diverse people. Organisational and independent learning skills for the personal project.

The most rewarding aspect about this course is:

Being able to complete qualifications and credentials in first aid and teen medical first aid. Gaining an understanding about illness, disease and medical conditions to be able to better demonstrate empathy and assistance when required.



# PSYCHOLOGY

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**Contact Person:** Mrs Geromboux

## COURSE DESCRIPTION

The purpose of this course is to give students an introduction to the study of Psychology. Psychology provides the knowledge and understanding of human nature by asking scientific questions and by undertaking studies into the fields of neuroscience, cognitive science and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

Students will develop skills in data collection, data analysis and research as well as critical thinking skills. They will have the opportunity to meet with professionals in the field and explore career opportunities that the study of psychology can lead to.

The aim of the Stage 5 interest elective Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

## COURSE TOPICS

- What is Psychology?
- History of psychology
- Research methods in psychology
- Sensation and consciousness
- Intelligence and creativity
- Memory
- Psychological disorders
- Constructs of normality
- Forensic psychology
- Personality and self

## COURSE REQUIREMENTS

Excursions: visitors will come to the school.

Course Costs: NIL

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course will help students to become critical thinkers and reflective evaluators of their own behaviours and thinking. Key skills developed such as team work, data collection and analysis and research will assist students with various other subjects in the future. Through the study of psychology, students will gain a deeper understanding of human behaviour, thoughts, and emotions.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in how the mind works, are looking for a career in social work, psychology, teaching, nursing, criminology or humanities.

The most challenging aspect about this course is:

Challenging your perceptions about why people behave the way they do and thinking reflectively about your own behaviours.

The most rewarding aspect about this course is:

The knowledge gained through studying this course will help students to better understand themselves and the people around them. They will also learn about the different factors that influence human behaviour, such as genetics, environment, and culture.

# ReCYCLE: BICYCLE MAINTENANCE AND MECHANICS

**Contact Person:** Mr Hofman

## COURSE DESCRIPTION

The Bicycle Mechanics and Mechanics course is designed to equip students with the necessary knowledge and hands-on experience to understand, repair, and maintain bicycles. It covers essential concepts and practical skills needed for bike enthusiasts.

The course is designed to provide students with the knowledge and practical skills necessary to perform maintenance, repairs, and adjustments to bicycles. This course is ideal for individuals interested in pursuing a career as a professional bicycle mechanic or for cycling enthusiasts who wish to gain a deeper understanding of their bicycles and perform maintenance tasks independently. It will also provide students with the opportunity to learn and utilise new skills that address competencies that have been developed through industry collaboration. These industry-based competencies will increase the students' value as a potential employee in the future and give them life skills that will be able to use throughout their life.

The course will be divided into sections, each focusing on different aspects of bicycle mechanics and maintenance.

COURSE TOPICS	COURSE REQUIREMENTS
<ul style="list-style-type: none"><li>• Understand Bicycle Anatomy</li><li>• Diagnose Issues</li><li>• Perform Maintenance Tasks</li><li>• Repair Techniques</li><li>• Wheel Building</li><li>• Safety and Quality Assurance</li><li>• Tools and Equipment</li><li>• Communication</li><li>• Plan and Participate</li></ul>	<p>There is no prerequisite for this course.</p> <p>Excursions: Bike rides throughout the course to develop skills and troubleshooting.</p> <p>Course Costs: No Cost</p>

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills for any career that uses hands-on skills or being mechanically based.

The general employability skills all of which will be developed throughout this course include: Communication, Team Work, Problem Solving, Initiative and enterprise, Planning and organising, Self-management, Learning, Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students that have an interest in using and developing skills and knowledge in the fields of bicycles, mechanics and mechanical engineering will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of bicycles. Students with practical skills wishing to acquire team and communication skills will find this subject useful.

The most challenging aspect about this course is:

- Technical complexity: Bicycle mechanics can be quite technical, involving various components and their intricate workings.
- Specialised tools: Bicycle mechanics require specific tools for various tasks.
- Troubleshooting problems: Diagnosing and fixing issues in bicycles can be like solving puzzles.
- Staying patient and persistent while working through challenges is essential for success.
- Hands-on skills: Many bicycle mechanics courses include practical hands-on sessions where students work on actual bicycles.

The most rewarding aspect about this course is:

The course allows students to develop knowledge and skills whilst working collaboratively. The skills developed in the course will be beneficial for students throughout their life including:

<ul style="list-style-type: none"><li>• Increased Knowledge and Skills</li><li>• Independence and Self-Reliance</li><li>• Career Opportunities</li><li>• Helping Others: Sustainable Lifestyle</li><li>• Problem-Solving and Critical Thinking</li></ul>	<ul style="list-style-type: none"><li>• Physical and Mental Health Benefits</li><li>• Connection to the Cycling Community</li><li>• Creative Outlet</li><li>• Personal Satisfaction</li></ul>
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# SPECIAL EFFECTS IN SCREEN AND MEDIA

**Contact Person:** Mr Sheppard

## COURSE DESCRIPTION

Digital Media is everywhere these days and is used in a wide range of industries to entertain, inform, engage, and sell products. From creating and managing a successful YouTube Channel, to planning shooting and editing your own short film or applying special effects to video. The skills that are applied in these situations can be transferred to a variety of industries.

The Special effects in screen and media course enables students to gain a practical understanding of digital technologies and software to create quality and exciting products, which engage and entertain viewers. Students will produce a range of products including, short film/advertisements/promotional videos, digital logos, 2D animations, special effects, digital 3D products/models, 3D printed models.

## COURSE TOPICS

- Work effectively in a team
- Apply a range of Filming techniques
- Create Storyboards
- Competently use different Filming Technologies (Cameras, Phones, Gimbals, Drone, Green Screen, GoPro)
- Competently use a range of editing and effects software (Adobe Premiere Pro, After Effects, Illustrator)
- Successfully use a range of Lighting and Camera Techniques
- Apply Video Effects to film
- Create Titles and Logos
- Animate Titles and Logos (2D animation)
- Communicate and teaches others to use computer technologies
- Participate effectively in WHS communication and consultation process
- Use online learning tools

## COURSE REQUIREMENTS

There are no pre requisites for this course

**Excursions:** Possible visit to local primary schools or businesses to work on promo video or re-branding activity.

**Course Costs:** NIL

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills. The general employability skills all of which will be developed throughout this course include: Communication; Team Work; Problem Solving; Initiative and enterprise; Planning and organising; Self-management; Learning; Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students, who have a keen interest in using and utilising technology in the field of screen and media, animation and effects. This course is also for those who have a keen interest in filming and video editing and would like to know the underlying principals of this type of media and its development.

The most challenging aspect about this course is:

Learning a variety of new software packages to create professional looking products while also having to learn how to successfully use a range of filming technologies and techniques.

The most rewarding aspect about this course is:

This course allows students to explore current industry standard software packages and processes while also giving them the opportunity to be creative with digital media.

# SPORTS COACHING AND OFFICIATING

**Contact Person:** Ms Danckert

## COURSE DESCRIPTION

Effective coaches are absolutely vital to the success of sporting teams. The skills associated with effective sports coaching are transferable to many aspects of life and can provide success both on and off the sporting field.

The Sports coaching course enables students to gain a practical understanding of sport coaching. Students learn the qualities required to become an effective coach and develop strategies that enable them to develop the sporting abilities of others.

This course helps students to possess skills that are applicable to a diverse range of sports and provides them with basic qualifications that can help them develop methods and strategies to become successful, confident and effective coaches.

Students will study and apply skills in the areas of Fundamentals of Coaching, First Aid and Strapping, Fitness/Nutrition, Personal Interest Project in the field of sports coaching.

## COURSE TOPICS

<ul style="list-style-type: none"><li>Plans an effective coaching session</li><li>Develop a coaching plan</li><li>Completion of Coaching and Officiating Course</li><li>Completion of Play By The Rules Course</li><li>Completion of Athlete Course</li><li>Work effectively with others</li><li>Communicates instructions to others</li><li>Applies first aid principles in sport</li><li>Organises and completes volunteer coaching logbook</li><li>Caters for the varied needs of participants</li><li>Plans a nutritional game day meal plan</li><li>Apply strapping to athlete</li></ul>	<ul style="list-style-type: none"><li>Interpret return to play policies</li><li>Develops age appropriate training session</li></ul> <p><b>Sport Specific</b></p> <ul style="list-style-type: none"><li>Interpret and apply the rules and regulations of a selected sport</li><li>Teach the basic skills of a selected sport</li><li>Creates a risk assessment for chosen sport</li><li>Conducts basic warm up and cool down programs for chosen sport</li><li>Teach fundamental tactics and game strategies in a chosen sport</li><li>Prepares sport-specific fitness program</li><li>Prepared and organised for coaching session</li></ul>
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## COURSE REQUIREMENTS

- Be involved in the Premier Sporting Challenge program
- Complete a minimum of 5 hours volunteer hours in the areas of coaching
- Be involved in a community event or organisation throughout this course
- Volunteer at primary school sports carnivals throughout the year
- Coach year 7 sport OR CHS teams for one term throughout the year.
- Students do NOT need to be athletes or talented sports people to achieve the competencies in this course.
- Students need to be prepared to be involved, communicate with others and apply their understanding to various coaching scenarios

**Excursions:** Local community visits ongoing, possible visit to AIS and Canberra university for specific coaching techniques and advances, Stage 5 curriculum excursion to Sydney will have opportunities for this elective.

## FUTURE PROSPECTS/EDUCATION

Certificates and Qualifications various TBA

With the experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills.

The general employability skills all of which will be developed throughout this course include: Communication, team work, problem solving, initiative and enterprise, planning and organising, self- management, learning and technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students, who have a keen interest in sports coaching and enjoy working with others, this course requires students to be able to work in teams to plan and implement coaching sessions and work with younger students.

The most challenging aspect about this course is:

Using initiative and time management skills in the organisation and implementation of coaching programs and sessions and in the completion of online courses.

The most rewarding aspect about this course is:

Working with others and providing others with positive experiences through a coaching session; Achieving various qualifications and accreditations to build a positive CV; Developing and strengthening employability skills for the workforce.

# TEXTILES - 21ST CENTURY DESIGN AND FASHION

**Contact Person:** Mrs Brown

## COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain a range of general skills and knowledge suitable for entry to employment in design, fashion and interior industries. The course enables students to gain a practical understanding to what is required in a design and production role by learning the practical, technical and organisational skills associated with producing articles and garments. The students will develop confidence and proficiency in the design and production of textile items.

Students will investigate the work of textile designers and from this research make judgments about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items. Students will be challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects will 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.

The course will provide students with opportunities to produce articles, garments and crafts. Students will appreciate the importance of sustainability and trends within the Textiles Industry.

## COURSE TOPICS

- Embellish garments and /or articles by hand or machine or fabric decoration
- Identify a variety of fibres, fabrics and textiles
- Identify design process for fashion designs
- Design and creation of costumes and accessories
- Design and produce simple garments
- Perform minor maintenance on sewing machines
- Draw and interpret a basic sketch
- Use a sewing machine for fashion design
- Make a simple creative work
- Explore the use of colour
- Use methods of colouration and decoration of Textiles items
- Suggests appropriate uses for a variety of fabrics, yarns and fibres
- Using a commercial pattern or simple pattern production
- Calculate quantity and cost of requirements for a textile, accessories or apparel items
- Design and produce a product label and swing tag
- Demonstrates the use of recycled articles, garments or fabrics into a usable end product
- Explores jewellery and design making

## COURSE REQUIREMENTS

Interest in design, fashion, interior design and crafts. Covered shoes are required. Excursions: Local Community visits to associated businesses and events. Guest presenters to discuss industry topics where applicable.

**Course Costs:** Costs associated with proposed excursions plus internal fabric cost. Costs will also be dependent on the personal interest each student specialises in their own area. \$25.00

## FUTURE PROSPECTS/EDUCATION

Students will develop and strengthen their employability skills throughout this course.

General employability skills developed will include: Communication, Team Work, Problem Solving, Initiative and enterprise, Planning and organising, Self-management, Learning, Technology. This could lead to careers in Design, fashion, Interior Design and Styling.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in design, fashion and drawing, and enjoy working in a practical setting within our school and community. Students who have strengths in teamwork and collaborative skills.

The most challenging aspect about this course is:

Students to be able to understand and learn new skills in using a sewing machine and designing techniques. Problem solving of machine use.

The most rewarding aspect about this course is:

Being involved in the creation of garments and articles of interest. Developing their skills in design and creating items in a productive and successful manner. Developing skills for future employment or career options.

# TRADE SKILLS - TRADE 'N' UP

**Contact Person:** Mr Brown

## COURSE DESCRIPTION

The purpose of this course is to provide students with the opportunity to gain a range of valuable skills and understanding that apply to a range of industries including: Construction, Metals and Engineering and Mechanical Engineering.

The course will provide students with opportunities to produce a range of projects including small timber and metal projects as well as larger group projects that will be completed around the school, which will enhance their abilities in future learning and possible employment. The course will also provide students with the opportunity to learn and utilise new skills that address competencies that have been developed through industry collaboration. These industry-based competencies will increase the students' value as a potential employee in the future and give them life skills that the students will be able to use throughout their life.

## COURSE TOPICS

- Utilise small tools and equipment in the construction process
- Utilise power tools and equipment whilst in a construction process
- Introduction to plumbing and tiling
- Demonstrate skills and knowledge that relate to trailers
- Demonstrate basic car maintenance skills
- Knowledge of basic first aid (DRSABCD)
- Knowledge of basic emergency procedures
- Displays knowledge and skills in utilising different knots for various practical problems
- Understand how to use a risk assessment matrix
- Understanding of Material Safety Data Sheets
- Understanding and use of Safe Work Method Statements
- Participation on toolbox meetings
- Understand the role of Safe Work NSW an Health and Safety Committee or Representative
- Work collaboratively with others (teamwork)
- Problem Solving
- Uses a variety of construction/manufacturing techniques
- Demonstrates perseverance in learning a new skill
- Displays initiative in undertaking a large project

## COURSE REQUIREMENTS

There is no prerequisite for this course.

Excursions: Local Business walk around visiting Young business relating to the areas of study. New building site visit throughout the year.

**Course Costs:** \$35 to be paid by the end of term 1 (to cover the cost of consumables that will be utilised throughout the year).

## FUTURE PROSPECTS/EDUCATION

The experiences and opportunities provided throughout this course, students will develop and strengthen their employability skills.

The general employability skills all of which will be developed throughout this course include: Communication, Team Work, Problem Solving, Initiative and enterprise, Planning and organising, Self-management, Learning, Technology.

## FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students that have an interest in using and developing skills and knowledge in the fields of construction, metals and engineering and mechanical engineering will find this subject of value. The subject is not only for those who seek further study or careers in this field, but also for those who wish to understand the underlying principles of the trade industry. Students with practical skills wishing to acquire team and communication skills will find this subject useful.

The most challenging aspect about this course is:

For students to be able to work on many of the practical projects they will need to understand the why and how and will need basic mathematical, analytical and problem-solving skills.

The most rewarding aspect about this course is:

The course allows students to develop knowledge and skills whilst working collaboratively on practical projects. The skills developed in the course will be beneficial for students throughout their life and in trades.



## 2025 Workplace Skills Certificate I Course Descriptor BSB10120 Certificate I in Workplace Skills

*This information may change due to the Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal impact.*

This course is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain a nationally recognised vocational qualification.

Course: **Workplace Skills Certificate I**  
Board Endorsed Course (100 hours)

Stage 5  
Accredited for the Record of Achievement RoSA

By enrolling in this VET qualification with the NSW Department of Education RTO 90333, you are choosing to participate in a program of study which will provide a pathway toward your RoSA and a nationally recognised qualification (dual accreditation). To receive this VET qualification you must meet the assessment requirements of BSB10120 Certificate I in Workplace Skills <https://training.gov.au/training/details/BSB10120>. You will be expected to complete all requirements of the Registered Training Organisation (RTO) and NESA. To gain the full qualification, you must achieve 6 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) before delivery, provided suitable evidence is submitted.**

### Entry Requirements

You must complete the VET induction process, supply your USI and be assessed for learning support (e.g. LLN Robot) before the commencement of any training and assessment. When selecting this course, you should be interested in working in a business environment and be able to use a personal digital device including a personal computer or laptop.

### Transferrable industry skills gained in this course

- Communication
- Teamwork
- Time management
- Customer service

### Examples of job roles relevant to this qualification

This qualification provides a range of introductory skills and knowledge to provide individuals with an understanding of the business environment.

### VET requirements

#### Competency-Based Assessment

In this course you will work to develop the skills and knowledge described in each unit of competency. To be assessed as competent you must demonstrate your ability to meet the performance and knowledge requirements of the unit of competency.

#### Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines

**Consumable Costs: \$**  
Nil

**Refunds**  
Refund arrangements are on a pro-rata basis.  
Please refer to your school refund policy

#### Exclusions: Nil

VET course exclusions can be found on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/workplace-skills-certificate-i>



## NOTES

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## YOUNG HIGH SCHOOL

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