

# STAGE 5 COURSE GUIDE 2022-2023



Course Selection  
for Years 9 and 10



## MESSAGE FROM THE PRINCIPAL

Dear Parents and Students

Sylvania High School is a dynamic school that has the resources and expertise necessary to provide opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

As a part of this process, we encourage our students to pursue their interest and abilities through our elective curriculum.

Students entering Year 9 are given the opportunity to elect subjects of interest to them. This booklet contains information about those subjects as well as other important information you need to know. Please read this book thoroughly.

Sylvania High School is proud to offer a diverse range of electives for Years 9 and 10, designed to meet the passions, learning needs and learning styles of our dynamic student body. I encourage all students to consider their interests, their learning strengths and their broader abilities when they determine their preferences. By giving good consideration to their electives now, students will be better placed to make more successful academic decisions as their schooling career continues.

In making choices, students should remember that these courses must be studied to a satisfactory standard for two years. Changes during this time are not usually feasible, so a wise choice is necessary. If students would like additional information they are encouraged to talk to their classroom teachers, faculty Head Teachers or their Year Adviser.

By encouraging our students to make informed choices, we empower them to achieve.

Mrs Renee Holz

**Principal**

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## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10 they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

Students are required to complete the following mandatory curriculum for the RoSA:

- English (400 hours by the end of Year 10)
- Mathematics (400 hours by the end of Year 10)
- Science (400 hours by the end of Year 10)
- Human Society and Its Environment (400 hours by the end of Year 10)
- Languages other than English (100 hours by the end of Year 10)
- Technological and Applied Studies (200 hours in Years 7 and 8)
- Creative Arts (200 hours by the end of Year 10)
- Personal Development, Health and Physical Education (300 hours by the end of Year 10)

Schools award each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grades are reported on the student's RoSA and range from A to E based on performance descriptors as outlined for each Stage 5 course by NESA.

## YEAR 9 AND 10 CURRICULUM STRUCTURE 2022-2023

In Years 9 and 10 students are required to study the mandatory subjects of:

- English
- Science
- History
- Mathematics
- PDHPE
- Geography

At Sylvania High School students in Years 9 and 10 complete **three** additional subjects (electives).

Sylvania High School has taken the decision to build a more diverse pattern of course selection to support student learning. Educational research suggests that students in the middle years benefit from choice and the chance to experience a wide range of learning options.

## ELECTIVE STRUCTURE

Students will be given the opportunity to study **FOUR** courses from those outlined in the following pages.

Courses can be studied either as a MAJOR – studied for two years or as a MINOR – studied for one year only.

All students will choose

ELECTIVE 1 Major - 200 hours over two years  
ELECTIVE 2 Major - 200 hours over two years  
ELECTIVE 1 Minor - 100 hours over one year in Year 9 only  
ELECTIVE 2 Minor - 100 hours over one year in Year 10 only

	Year 9	Year 10
Elective 1 – Major (200 hours)	Continuous study	
Elective 2 – Major (200 hours)	Continuous study	
Elective 3 – Minor (100 hours)	One year only	
Elective 4 – Minor (100 hours)		One year only

When choosing a 'major' elective, students must consider that it is for two years. They cannot change a 200 hour course midstream. However, the 100 hour courses run for only 12 months. At the end of Year 9, students will have the chance to choose a new "minor" course which begins in Year 10. If they are studying any course as a 'major', they cannot select the same course as a "minor" and a 'minor' cannot be repeated.

Some examples:

- A student chooses Music as a major course for 200 hours. They cannot then choose Music as a 100 hour course in either Year 9 or Year 10.
- A student chooses no languages for major 200 hours, but can choose French for 100 hours in Year 9, and then choose Japanese for 100 hours in Year 10, provided they are running.

## MAKING THE BEST CHOICE

This booklet contains information relating to all the electives being offered at Sylvania High School. Students and parents are asked to read the information and choose their elective subjects carefully.

Students should consider their interests and abilities when selecting elective subjects. There are few pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12.

Sylvania High School further supports students in making informed choices with regards to their study through the Year 8 Elective Expo held during school time. Head Teachers from each elective course will be explaining their courses directly to all Year 8 students. At that time students can ask questions that will help them get a better idea of what is involved in each of the courses.

In addition to this booklet students are encouraged to discuss their choices with their classroom teachers or Year Adviser, as well as parents and students in Years 9 and 10.

### REMEMBER MOST COURSES HAVE COMPULSORY FEES

## SUBJECT SELECTION PROCESS

Subjects are selected electronically using the Edval Web choices system.

Students will have a link and an individual code emailed directly to their Department of Education (DoE) student email which can be accessed via the student portal at the following address:

<http://student.det.nsw.edu.au>

It is imperative that students are aware of their DoE Student email address and login details. If they are unable to access their account they are encouraged to see the Librarian.

Students will be asked to nominate **FIVE** elective subjects; however, only **THREE ELECTIVES** will be studied. Students need to indicate their choices in order of preference.

Students will have approximately one week to record their subject preferences. It does not matter how quickly within that week they make their preferences, although students are reminded that the ranking of their preferences is important.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school constraints.

The electronic submission of subject choices is most important as it directs decisions regarding the viability of courses. Failure to submit an electronic subject choice may result in a student not receiving their higher prioritised subject choices.

## COURSE AVAILABILITY

Once the students have completed their preference lists, the Principal and Executive team consult to determine the final number of classes and subjects running.

If a student has chosen an elective that will not be running they will be interviewed and asked to re-prioritise in order to ensure they have the required courses to complete their studies in Years 9 and 10.

## CHANGES TO SUBJECTS SELECTED

Students continue with their selected major electives from Year 9 into Year 10. Only in extreme and special circumstances will changes to elective subjects be considered. Students seeking to change their elective subjects should consult their Deputy Principal or their Year Adviser.

## CHANGE OF ELECTIVE POLICY

Students in Year 9 may find that their choice of elective subjects is not appropriate after beginning a course. In such circumstances, students will be permitted to change provided that:

- there is a valid educational reason supporting the need for the change
- there is sufficient room in the subject into which they wish to change.

In general, changes requests for Year 9 will be allowed in Week 3 of Term 1. This will allow sufficient time for the students to experience their elective subjects. The process will be advertised during the school daily notices. Students will utilise a digital forms for subject change requests. Changes will be processed at the discretion of the Deputy Principal and where space permits. Parents and students will be emailed notification of changes processed.

Further changes after that time **will not be permitted** as it may make students ineligible for their RoSA.

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Stage 5 Elective Information Guide (Year 8 2021)

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## SUMMARY OF SUBJECTS OFFERED FOR 2022

Subject	2 years	1 year	Faculty
Aboriginal Cultural Studies		✓	HSIE – Mrs Taleb
Child Studies		✓	TAS – Mrs Henderson
Commerce	✓		HSIE – Mrs Taleb
Dance	✓		Performing Arts – Mrs Garioch
Design and Technology	✓		TAS – Mrs Henderson
Drama		✓	Performing Arts – Mrs Garioch
Eco Rangers		✓	HSIE – Mrs Taleb
Fashion		✓	TAS – Mrs Henderson
Food Technology	✓		TAS – Mrs Henderson
French	✓		LOTE – Mrs Williams
Graphics		✓	TAS – Mrs Henderson
Greek	✓		LOTE – Mrs Williams
History Mystery and Forensics		✓	HSIE – Mrs Taleb
Industrial Technology - Timber	✓		TAS – Mrs Henderson
Industrial Technology - Multimedia		✓	TAS – Mrs Henderson
Information and Software Technology	✓		TAS – Mrs Henderson
Music	✓		Performing Arts – Mrs Garioch
Physical Activity and Sports Studies	✓		PDHPE – Mr Porter
Visual Arts	✓		Creative Arts – Ms Levis
Visual Design		✓	Creative Arts – Ms Levis

MAJORS: 200 hours	MINORS: 100 hours
Commerce	<b>Year 9</b>
Dance	Aboriginal Cultural Studies
Design and Technology	Child Studies
Food Technology	Drama
French	Eco Rangers
Greek	Fashion
Industrial Technology Timber	Graphics
Information & Software Technology	History, Mystery and Forensics
Music	Industrial Technology Multimedia
Physical Activity & Sports Science	Visual Design
Visual Arts	<b>Year 10 only</b>
	A variety of courses will be offered to students based on elective preference patterns and successful courses completed in Year 9 Students are not permitted to select a course they have already taken in Year 9

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CREATIVE ARTS			
VISUAL ARTS	200 h	VISUAL DESIGN	100 h
<p>Visual Arts is concerned with developing students' abilities to make and study images and objects, which have a range of meanings and purposes. It is a universal means of communication that allows individuals to express themselves through the manipulation of a range of media.</p> <p>The Visual Arts course has an emphasis on practical work, which is excellent preparation for senior practical based courses as students learn to become independent creative thinkers.</p> <p><u>Artmaking (60%)</u> involves learning to give form to images and objects to represent ideas, experiences and understandings. Students will be encouraged to explore and develop skills in the processes of making two, three and four-dimensional works from a wide range of materials. Through investigation, application and problem solving, they will gradually come to understand their own stylistic characteristics, symbols and methods as they gain insights into themselves and their world.</p> <p><u>Critical and Historical Studies (40%)</u> Students examine the work of artists through the eyes of the audience and historical accounts, investigating how and why artworks are made. These studies inform and develop students' understandings of the relevance of visual images to the changing world and societal views. Through these accounts, students are challenged to find personal images that have meaning.</p> <p>While the main emphasis in this course is on art making through the development of ideas in a range of materials, students will gain understanding of artists and artists' practices in critical studies of variety of relevant works.</p> <p>Visual Arts provides a solid basis for the development of a creative portfolio and lifelong personal enjoyment.</p> <p>A course fee is charged to cover the cost of materials used. Students also need a process diary in which to record ideas and class work.</p>		<p>Visual Design plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of visual design as a constantly changing field of artistic practice, conceptual knowledge, material and textual appearances.</p> <p>The Visual Design course has an emphasis on project work which is excellent preparation for senior practical based courses as students learn to become independent creative thinkers.</p> <p>The Visual Design Syllabus for Years 9 and 10 consists of two main parts:</p> <p><u>Designing and Making Visual Design (60%)</u> Students explore a range of ideas and interests in the world, and select, apply and utilise a range of materials and techniques to make Visual Design in one or more of the broad areas of print, object and space-time design. They undertake a broad investigation of one or more forms, for example print and space-time forms; or a more specialised focus of one form, for example the body as a site for design. Students investigate computer-based technologies and the impact of these on visual design practices and build a folio of work over time investigating and resolving a range of visual design concepts. Students use a journal to document the investigation, development and resolution of visual design concepts, and ideas and interests in the world.</p> <p>During artmaking activities, students will use:</p> <ul style="list-style-type: none"> <li>• traditional and new artmaking methods</li> <li>• Adobe Illustrator</li> <li>• Adobe Photoshop</li> <li>• Adobe InDesign</li> </ul> <p><u>In critical and historical interpretations (40%)</u> Students use the conceptual framework, the frames and the practices to understand the field of visual design. They investigate artists as visual designers, visual design practices, including collaboration, and traditions, conventions and innovations.</p> <p>In addition to class activities, the course requires the completing of homework and research for in-depth photographic practice and the study of influencing artists.</p>	
Course Fee: \$75 per year		Course Fee: \$75 per year	

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)			
HISTORY MYSTERY AND FORENSICS	100 h	ABORIGINAL CULTURAL STUDIES	100 h
<p>History is the key to understanding of the past, the world we live in today and even the future. HMF gives students the opportunity to become the Crime Scene Investigator, the Detective, the active Australian citizen and the Forensic Archaeologist.</p> <p>HMF is a course designed to not only interest you but also be of relevance to your life and the world you live in. HMF presents information and ideas that help shape your values and attitudes. Key learning areas include:</p> <ul style="list-style-type: none"> <li>▪ Exploring the art of Forensic Investigation.</li> <li>▪ Differing fact from fiction in society.</li> <li>▪ Solving mysteries and unsolved crimes.</li> <li>▪ A study of Sydney and its people.</li> </ul> <p>Students investigate topics such as:</p> <ul style="list-style-type: none"> <li>▪ Who was Jack the Ripper?</li> <li>▪ The role of Forensics in Australian Mysteries-</li> <li>▪ Azaria Chamberlain, Graeme Thorne</li> <li>▪ Romans Behaving Badly</li> <li>▪ Maritime Archaeology – Shipwrecks, Piracy and the Titanic</li> </ul> <p>ADDITIONAL INFORMATION</p> <p>Students require a notebook It is anticipated that students will participate in a field trip to evaluate historical sources and uses them in an historical inquiry. The cost of this field trips will vary, depending on venue availability and price changes</p> <p>Please note that this is an entirely separate course to the Mandatory History course and there is <b>NO</b> overlap of course content.</p>		<p>Aboriginal Cultural Studies is an exciting course that gives students the opportunity to study Australian Aboriginal cultures.</p> <p>Social and cultural issues affecting Aboriginal Australians will be explored.</p> <p>The course includes a core study on understanding culture and diversity in today's world, as well as options including but not limited to:</p> <ul style="list-style-type: none"> <li>• Aboriginal Identities</li> <li>• Aboriginal Self Determination &amp; Autonomy</li> <li>• Aboriginal People's and the media</li> <li>• Aboriginal People's and technology</li> </ul> <p>Aboriginal Cultural Studies will appeal to students with an interest in Australian Aboriginal and cultures and those who have a keen sense of empathy or a passion for social justice. It develops an understanding and appreciation of the culturally diverse society in which we live. Students gain an understanding of how social structures and culture informs people's worldview: their attitudes, behaviour, rituals and physical structures.</p> <p>Students will have the opportunity to complete multimodal personal interest projects. The course will include culture-related incursions and excursions to r museums, cultural centres and other cultural events. Contributions from expert teachers from across Sylvania High School and opportunities for students to communicate with students at Wilcannia Central School</p> <p>It will be highly relevant and interesting to students who are considering studies in Geography, Society and Culture, Ancient History, Modern History, Extension History, Legal Studies, Business Studies, Economics or any language in the senior school.</p>	
Course Fee: nil		Course Fee: nil	

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HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)			
COMMERCE		200 h	ECO RANGERS
			100 h
<p>Commerce is a fun, practical and engaging course where students develop and apply their understanding of money – earning, spending and investing.</p> <p>The study of Commerce encourages students to develop their knowledge about financial management as well as give them the skills and knowledge necessary to navigate life from employment, consumer, business, economic and legal perspectives.</p> <p>Commerce provides real hands-on skills that they can apply throughout their lives. Skills in managing money, budgeting, negotiating purchases and work related issues are highly beneficial to young people as they start to earn an income.</p> <p><u>Enrichment and Co-Curricular Activities:</u> Students have the opportunity to participate in additional enrichment opportunities and external events including:</p> <ul style="list-style-type: none"> <li>• NSW Law Society Mock Trial Competition</li> <li>• ASX Stock Market Challenge</li> <li>• NAB/FYA \$20 Boss Program</li> <li>• CBA Smart Start events.</li> </ul> <p>Further, students work in competitive class teams to develop and implement their own school based business.</p> <p>Commerce involves the study of contemporary financial and legal events, students are expected to BYOD so they can engage in online content and develop their research skills.</p> <p>Assessment in Commerce takes a range of forms including making a video advertisement, planning an overseas holiday, essay writing and examinations.</p>		<p>“Serve, learn, change the world”</p> <p>Eco Rangers is a practical 100 hour course which develops students’ leadership skills and gives hands on experience to complete a variety of projects and opportunities. The subject is especially suited to gifted and talented students, however, all abilities can benefit greatly through project-based learning.</p> <p>Eco Rangers is designed to not only interest students, but prepare them for life as responsible global citizens of the future. This course will develop student passion for discovery and the realisation that students really can make a difference and have an active voice in the world in which we live.</p> <p><u>Course Content</u> Students investigate content through special projects centred around:</p> <ul style="list-style-type: none"> <li>• Sustainability</li> <li>• Leadership</li> <li>• Global inequalities</li> <li>• Energy saving</li> <li>• Gardening/ hydroponics</li> <li>• Student voice</li> </ul> <p><u>Additional Information</u></p> <ul style="list-style-type: none"> <li>• Students will be involved in a variety of fieldtrips and guest speakers will visit the class regularly.</li> <li>• A five-day field trip to an Australian place of interest such as Central Australia Kakadu National Park or the Great Barrier Reef may be possible if students are interested.</li> <li>• Students develop a leadership portfolio documenting their leadership activities as well as having the opportunity to develop their ICT skills and pursue the Duke of Edinburgh award.</li> </ul>	
Course Fee: nil (excursions additional)		Course Fee: nil (excursions additional)	

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LANGUAGES			
FRENCH	200 h	GREEK	200 h
<p>The study of French aims to promote further interest, knowledge and language development for students. Activities in reading, writing, speaking, listening, grammar and vocabulary are included in units of work designed to enhance insights for students into aspects of the culture of the French-speaking world as well as the French language.</p> <p>This course enables students to communicate with others in French, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.</p> <p>Some units of work to be covered are:</p> <ul style="list-style-type: none"> <li>· All about me, my family and school</li> <li>· Daily routine</li> <li>· Places and directions around town</li> <li>· Describing people</li> <li>· Leisure activities</li> <li>· Celebrations</li> <li>· Holidays and weather</li> </ul> <p>Online resources including language learning websites, YouTube, video dialogues, interviews, songs and films, are used to supplement the basic course material</p> <p>By the end of Year 10 students will be able to communicate on a simple level with French speakers and have the knowledge required to embark on senior French. Students will also be able to consider exchange programs with French speaking countries. During their study of French, they will have the opportunity to experience French culture by tasting foods and visiting cultural venues in Sydney.</p> <p>Furthermore, to put all their learning into practice and expose students to the richness of the French traditions and culture, an overseas study tour to New Caledonia or France will occur in the future.</p> <p><u>Homework</u> Regular homework will be given in small amounts per week. In addition to completing specific homework exercises, students should revise earlier work to consolidate their learning. Homework usually takes the form of completing grammar and vocabulary exercises, reading and listening comprehension, extended writing as well as speaking dialogue preparation including pronunciation practice</p>		<p>This course aims to expand student's knowledge of Greek, giving them the opportunity to further develop their skills to better understand and interact with Greek materials and their communication skills.</p> <p>Students will focus on language as systems and gain insights into the language and culture, leading to lifelong personal, educational and vocational benefits.</p> <p>The cultural component is fundamental to all our classes and we will be indulging into: Greek cooking, cultural events and exhibitions.</p> <p>Some units of work to be covered are:</p> <ul style="list-style-type: none"> <li>• All about me</li> <li>• Hobbies and Interests</li> <li>• Daily Routines</li> <li>• Food Culture</li> <li>• Our local area</li> <li>• Getting around</li> <li>• School life</li> <li>• Talking about the past</li> </ul> <p><u>Assessment</u> Students will be assessed in tests, assignments and classroom activities that develop students' listening, reading, speaking and writing skills, as well as their cultural understanding.</p> <p><u>Other educational activities</u> Excursions are organised to restaurants, Greek cultural events and exhibitions, and Greek films. Overseas study trips may be organised.</p> <p><u>Homework</u> Homework may be given at the end of every lesson in the form of workbook exercises to reinforce the content learnt that day, written tasks, preparation for classroom quizzes, internet research, and tasks that consolidate what they have learnt during the week. This is to ensure that students develop confidence in their language skills, in particular, writing scripts.</p>	
Course Fee: \$40 per year		Course Fee: \$40 per year	

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## PERFORMING ARTS

### DANCE

200 h

Dance is offered as a two year elective in Years 9 and 10. Students will have the opportunity to study a range of dance styles including:

- Jazz dance
- Modern dance
- Musical theatre
- Aboriginal dance
- Ballroom dance
- Tap dance
- Traditional dance
- Classical dance
- African derived modern dance
- Latin and American dance

This course is challenging in its requirements. Students will be expected to aspire to standards of excellence both in written and practical work.

#### Course Outcomes

- demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
- demonstrates an understanding and application of performance quality and interpretation.
- explores elements of dance as the basis of communication of ideas.
- composes and structures dance movement that communicates an idea.
- identifies and analyses the link between performances and composition and dance works of art.
- applies understandings and experiences drawn from their own work and dance works of art.

#### Course Content

The course has three aspects:

##### *Performance*

In the performance section students learn dance skills and techniques. The course teaches students to move and use their bodies correctly and includes warm-up techniques, anatomy and injury prevention and management. Students are given the opportunity to perform in class and at various school functions throughout the year.

##### *Composition*

Composition involves creating and composing movement. Students will compose dances in various styles and study the techniques to do so. This requires students to think imaginatively and to express themselves through movement. Dances are composed by the whole class and in small groups and build confidence in composing and performing individually.

##### *Appreciation*

The appreciation section involves study of the history of dance and particular styles of dance. Students learn how to make informed judgements about dance and have the opportunity to view different dance productions both live and on video.

#### Additional Information

Dance should not be seen as just an extension of classes in the community. The course caters for students with little or no dance background as well as being able to extend the knowledge of the more experienced students. Students need only an interest in dance in order to achieve in this course. All areas of study may involve video, live performances and practical workshops.

Course Fee: \$30 per year

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PERFORMING ARTS			
DRAMA	100 h	MUSIC	200 h
<p>The aim of Drama in Years 9 and 10 is to engage and challenge students to maximise their dramatic abilities and enjoyment through making, performing and appreciating dramatic and theatrical works.</p> <p>In Drama, students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas. Drama provides a valuable means of increasing self-confidence and social awareness. Drama is a co-operative process through which students develop their ability to share and communicate.</p> <p>The aim of the course is to provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. The areas that will be studied are:</p> <ul style="list-style-type: none"> <li>▪ Improvisation</li> <li>▪ Play building</li> <li>▪ Dramatic forms</li> <li>▪ The reading and writing of scripts as text for performance</li> <li>▪ Performance spaces and conventions of theatre</li> <li>▪ Technical aspects of production</li> <li>▪ Experience of dramatic presentations</li> <li>▪ Discussion, reading and writing about drama and theatre</li> </ul> <p>Students will be assessed on their participation and skills demonstrated in workshops, group performances, solo performances, design work and technical productions. All students keep a logbook of activities undertaken in class.</p> <p>Students are given the opportunity to participate in a range of performance situations including drama nights, regional festivals, and performances for other students and attending professional productions. Prior experience is not required to do this subject but students need a sense of fun and a willingness to participate. Excursions to see productions are a feature of this course and students are strongly encouraged to attend as part of the development of their own skills. Students will need a log book.</p>		<p>Music is studied through the following areas:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Composing</li> <li>• Listening</li> </ul> <p>Music in Years 9 and 10 encourages the practical aspect of the subject, so students who already play an instrument will have the opportunity to develop performance skills. Any student interested in doing Music should commence instrumental lessons as soon as possible.</p> <p><u>Performing</u> Students are encouraged to develop performance skills through solo and group work. Elective students are expected to participate in at least one of the many extra-curricular performing groups available at the school –Concert Band, Big Band, String Ensemble, Guitar Ensemble, Vocal Ensemble. Practice for these activities is treated as homework and a mark for practical work and participation is given as part of the year's work.</p> <p><u>Composing</u> This area involves the study of notation, harmony, structure, and tonality leading to the development of compositional techniques and aural skills using a variety of compositional digital music software.</p> <p><u>Listening</u> Students will encounter a wide variety of music representative of different periods and styles. They will study the concepts of: pitch, duration, dynamics and expressive techniques, tone, colour and structure.</p>	
Course Fee: \$30		Course Fee: \$30 per year	

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The aim is to enhance the students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

### Course Description

Students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students build on the experiences and understanding developed through the mandatory PDHPE course.

### What will students learn about?

The course includes modules selected from each of the following three areas of study:

#### *Foundation of Physical Activity*

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

#### *Physical Activity and Sport in Society*

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

#### *Enhancing Participation and Performance*

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

### Opportunities also exist for students to:

- Become more familiar with all equipment used in a human performance
- Laboratory work with weight training equipment
- Participate in sports not offered in PD/H/PE.

Course Fee: \$40 per year

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TECHNOLOGICAL AND APPLIED STUDIES (TAS)			
CHILD STUDIES	100 h	INFORMATION AND SOFTWARE TECHNOLOGY	200 h
<p>This 100 hour elective caters for the needs of students who are interested in a career working with children. Career opportunities may include working in child care centres, pre-schools, teaching or social work.</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the stages in development of a child from conception to age 5.</li> <li>Recognise the responsibilities of the carer in a child's creation and development.</li> <li>Assess the range of childcare resources available.</li> <li>Demonstrate a knowledge of appropriate communication skills with children and adults.</li> <li>Identify the nutritional needs of children.</li> </ul> <p>Students will study the following modules:</p> <ul style="list-style-type: none"> <li>Preparing for parenthood</li> <li>Conception to birth</li> <li>Newborn care</li> <li>Food and nutrition in childhood</li> </ul> <p>Students will be involved in a variety of practical experiences such as visiting child care centres, through the school's Volunteer Program, guest speakers and practical activities within the classroom.</p>		<p>The course emphasises practical project work in key areas of computing and will provide excellent preparation for senior school computing courses or provide two years elective study on its own. The course utilises our well-equipped labs with one computer per student.</p> <p>The course covers a wide range of fields involving IT and students will gain proficiency in many essential software applications including: Adobe Photoshop, Adobe Illustrator, Adobe InDesign, Adobe Animate, SketchUp Make, Adobe Audition, Lego Mindstorm Robotics Programming, plus digital technology skills including coding, web development and user interface design.</p> <p>Project work will occupy at least 80% of the allocated course time. Three 10-12 week units exploring the syllabus option topics will be covered each year, plus a mini personal project at the end of the year. Specialist hardware and software are available for project work, however students are expected to bring their own device to classes.</p> <p><u>Units/Projects:</u></p> <ul style="list-style-type: none"> <li>Game Design: 2D and 3D graphics, Desktop publishing</li> <li>Animation and authoring</li> <li>Coding: Software Development and Programming in python</li> <li>Film: Audio production, filming and editing</li> <li>Robotics: EV3 Robotics engineering and programming</li> <li>Website design: HTML/CSS</li> </ul> <p>The following core topics will be integrated into the teaching of the topics listed above:</p> <ul style="list-style-type: none"> <li>Current and Emerging Technologies</li> <li>Data Handling</li> <li>Hardware and Software</li> <li>People and Issues</li> </ul>	
Course Fee: \$40 per year		Course Fee: \$40 per year	

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TECHNOLOGICAL AND APPLIED STUDIES (TAS)			
INDUSTRIAL TECHNOLOGY - TIMBER	200 h	INDUSTRIAL TECHNOLOGY – MULTIMEDIA	100 h
<p>Australian Red Cedar, Jarrah, Tasmanian Oak, Huon Pine, Kauri, Coachwood, Tasmanian Blackwood are all names synonymous with quality Australian cabinetwork and turning. In Industrial Technology - Timber students will be introduced to a wide range of woodworking knowledge and skills that will enable them to develop a lifelong appreciation of timber and the articles that can be produced from it.</p> <p>In Industrial Technology - Timber the practical work involves using hand tools and portable power tools such as: drills, routers, biscuit jointers and sanders. Fixed machinery includes: woodturning lathes, scrollsaws, overhead router and the most recent additions to the workshops, an industrial sliding panelsaw and thicknesser.</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Demonstrate safe workshop practices</li> <li>• Use hand and power tools correctly</li> <li>• Determine the most suitable processes for working timber</li> <li>• Design and construct projects</li> <li>• Gain personal satisfaction through workshop experiences</li> <li>• Recognise good craftsmanship.</li> </ul> <p>The projects that may be undertaken in Industrial Technology -Timber include document and jewellery boxes, trays, clocks, toys, turned platters and bowls, coffee tables, computer desks and outdoor furniture.</p> <p>Industrial Technology - Timber provides an excellent background for students who may wish to pursue careers in Architecture, Interior Design, Building, Carpentry or Cabinet making.</p>		<p>This course, based on a brand new syllabus, provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.</p> <p>Project work will occupy at least 80% of the allocated course time. 3-4 projects covering the syllabus option topics will be covered each year. Sophisticated hardware and software, high speed Internet, and specialised peripherals are available for project work. 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 technologies.</p> <p><u>Units/Projects:</u></p> <ul style="list-style-type: none"> <li>- Graphics and Web design (HTML/CSS)</li> <li>- 2D Animation, Film and audio</li> <li>- 3D Graphics and Animation</li> <li>- Authoring and App Development with AR/VR</li> <li>- Game Design and Simulation</li> <li>- Personal project</li> </ul> <p>The following core content will be integrated into the teaching of the units listed above:</p> <ul style="list-style-type: none"> <li>- WHS and risk assessment</li> <li>- Workplace communication</li> <li>- Societal and environmental impact</li> <li>- Links to industry</li> </ul> <p><u>Additional Content</u></p> <p>Students are expected to have their own laptop device for these subjects. Most of the software covered in these courses is available for free installation on student devices. See the BYOD page on the school's website for more information on how to access the software and BYOD specifications.</p>	
Course Fee: \$70 per year		Course Fee: \$35 per year	

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TECHNOLOGICAL AND APPLIED STUDIES (TAS)					
FOOD TECHNOLOGY		200 h	DESIGN AND TECHNOLOGY		200 h
<p>Food Technology enables you to understand the development of our food from the “paddock to the plate”. It is fun to learn in a practical way about how food undergoes changes through processing. This course enables students to gain knowledge, skills, and develop attitudes about the production, processing, properties, nutritive value, marketing and consumption of food. Excursions during the course also help to give an insight into how the food industry is run in Australia.</p> <p>Much of the knowledge gained in Food Technology will enable you not only to prepare foods more skillfully but also to make wise decisions about food in general. Students will study a variety of topics including:</p> <ul style="list-style-type: none"> <li>• Food in Australia</li> <li>• Food Service &amp; Catering</li> <li>• Food Equity</li> <li>• Food for Special Occasions</li> <li>• Food Trends</li> <li>• Food Selection &amp; Health</li> </ul> <p>Food Technology is an enjoyable subject for all students who will gain valuable experiences and will provide the foundation for careers in Tourism and Hospitality, Food Manufacture, Dietetics, Hotel Management or as a Chef.</p>			<p>The aim of the Design and Technology Course is to engage students in technological innovation and the world of design through a range of activities to help students understand how things work, while also exploring the impact on individuals, society and environments.</p> <p>This course may be of particular interest to students with a passion for designing, engineering, manufacturing, product design, graphic design, architectural design and industrial design.</p> <p>Computers will present a major component of this course and students will be introduced to word processing, spreadsheets, databases, desktop publishing and drawing programs. The process of laser cutting and etching on various surfaces will also feature prominently in this course.</p> <p>The course will cover three overarching contexts of Digital Technologies, Engineered Systems and Information and Communication Technologies</p> <p>Students are presented with design situations, which require research and experimentation to investigate, design, evaluate and develop creative design projects to meet the needs of the briefs.</p> <p>Focus areas of design may include:</p> <p>Digital Technologies – automated systems and control systems  Engineered Systems – aeronautical and structural engineering  Information and Communication Technologies – 3D modelling/animation &amp; graphics.</p> <p>Each design project will encourage students to develop:</p> <p>Creative qualities  Quality thinking in decision making  Production &amp; management skills  Sensitivity and responsiveness to the needs of people, communities and the environment.</p>		
Course Fee: \$115 per year			Course Fee: \$50 per year		

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TECHNOLOGICAL AND APPLIED STUDIES (TAS)				
FASHION		100 h	GRAPHIC DESIGN	
		100 h		
<p>We all like to wear nice clothes and be fashionable. Fashion will teach students about fibres and fabrics and about how fashion can change due to many influences. It looks at the fashions of today, the past and the future.</p> <p>Fashion allows students to develop problem solving skills while at the same time encouraging creativity and individuality in design. Students can show these skills through the construction of garments, presentation of work in portfolios, use of colour in design, surface decoration of textile articles (e.g.- appliqué, fabric painting, screen printing and patchwork), fabric dyeing and printing, just to name a few.</p> <p>Practical experiences are an important and major part of this course and students will have the opportunity to plan and make many different textile based products for themselves, the home and for others.</p> <p>Career Possibilities: Fashion Designer, Interior Decorator, Fashion Retail, Consumerism, Marketing, Clothing and Textiles Manufacture, Graphic Artist, Fashion Magazines.</p> <p>There are three areas of study: Design, Properties and Performance of Textiles, Textiles and Society. The relevant content from each area of study and the project work will be selected and integrated when creating a unit of work.</p> <p>The focus areas are:  Apparel – clothing and accessories such as shoes, hats, jewelry and belts.  Furnishings – cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, and beanbags.  Costume – theatre costumes, masks, folk and traditional costumes, fancy dress and dance costumes.  Textile Arts – wall hangings, fabric-based artworks, embroidery, wearable design.  Non-apparel – book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags</p>			<p>This course teaches students to communicate information in a diverse range of areas such as orthogonal drawing, symbols and logos, pictorial drawing, course plotting, model design, perspective drawing, engineering drawing, architectural drawing and product drawing. They engage in both manual and digital forms of image generation and manipulation to develop a wider knowledge of graphics applications. Graphics Technology also develops students' technical and visual literacy equipping them for participation in a technological world.</p> <p>Technical drawing is particularly useful to students who wish to follow a career in engineering, architecture, building industries, trades or design. It is also useful for those students who wish to broaden their general education with an interesting and practical subject.</p> <p>Career possibilities:  Engineering, Sign writer, Computer Technician, Surveying, Builder, Shipwright, Town Planner, Architect, Carpenter, Sheetmetal Worker, Drafting, Plumber, Metal Machinist, Designer, Boilermaker, Jeweler.</p> <p><u>Course Content</u>  In this course, design and planning procedures will be developed enabling students to follow Graphics, Multimedia and /or Computer Aided Drafting and design through the HSC, TAFE and University levels.</p> <p>A combination of technical drafting skills, freehand drawing and instrument drawing will be taught to both compliment and reinforce computer-aided design, drafting and manufacture.</p> <p>It is anticipated that during the course students will experience architectural drawing, product drawing, engineering drawing and landscape drawing. Some airbrush graphics will also be taught</p>	
Course Fee: \$60 per year			Course Fee: \$20 per year	

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# SYLVANIA HIGH SCHOOL

## PERSONAL RECORD OF MY ORIGINAL YEAR 9 SUBJECT CHOICES

NAME: \_\_\_\_\_

English CLASS: \_\_\_\_\_ (eg: 8Y)      E-Mail Address \_\_\_\_\_

### Your compulsory subjects are:

ENGLISH

MATHEMATICS

SCIENCE

HISTORY

GEOGRAPHY

PDHPE

SPORT

### Your elective preferences (in order of importance):

Preference	WRITE THE SUBJECT HERE
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	

**Remember that you will only complete THREE electives; choices four – six are your reserve choices. However, you may not get preference 1 or 2 so your reserves may end up as your subjects.**

This is your personal copy. Keep this copy as a record.  
Submit your subject selection via the web address on the due date.

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