STAGE 5
An Information Package for Students
2015
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td>2</td>
</tr>
<tr>
<td>Information for students entering Stage 5 2015</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Mandatory Courses</td>
<td>4</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>5</td>
</tr>
<tr>
<td>Will all elective courses run?</td>
<td>5</td>
</tr>
<tr>
<td>The Record of Student Achievement (RoSA)</td>
<td>6</td>
</tr>
<tr>
<td>Course Fees</td>
<td>7</td>
</tr>
<tr>
<td>School Fee Policy</td>
<td>8</td>
</tr>
<tr>
<td>Child Studies</td>
<td>10</td>
</tr>
<tr>
<td>Commerce</td>
<td>11</td>
</tr>
<tr>
<td>Drama</td>
<td>12</td>
</tr>
<tr>
<td>Food Technology</td>
<td>13</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>14</td>
</tr>
<tr>
<td>Information and Software Technology</td>
<td>15</td>
</tr>
<tr>
<td>Music</td>
<td>16</td>
</tr>
<tr>
<td>Photography and Digital Media</td>
<td>17</td>
</tr>
<tr>
<td>Physical Activity and Sports Studies</td>
<td>18</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>19</td>
</tr>
<tr>
<td>Communications</td>
<td>20</td>
</tr>
<tr>
<td>Critical Studies</td>
<td>20</td>
</tr>
<tr>
<td>Food Services</td>
<td>20</td>
</tr>
<tr>
<td>Horticulture</td>
<td>20</td>
</tr>
<tr>
<td>Rugby Development</td>
<td>20</td>
</tr>
<tr>
<td>Sport Enrichment</td>
<td>20</td>
</tr>
<tr>
<td>Transition to Trades</td>
<td>20</td>
</tr>
<tr>
<td>Tourism</td>
<td>20</td>
</tr>
<tr>
<td>Payment Plan</td>
<td>21</td>
</tr>
</tbody>
</table>
So we can prepare for your Stage 5 studies, it is important that you now choose the elective subjects that you would like to study in 2015. It is very important that you read the information in this booklet and listen carefully to the information which is provided to you so you can make the right course choices. If you wish to seek further information on any of the elective courses on offer, you may have a discussion with teachers from faculties of interest or your Careers Advisor.

What courses should I pick?

Selecting courses should be based upon what you are good at or what interests you. You should also start thinking about what career choices you would like to make when you leave school and if possible, base your choices around this. You should not base your selections upon what your friends choose, or who you think your teacher will be, as neither of these can be guaranteed.

When making your choices, consider the following:

* What do I enjoy most at school?  
* What subjects am I interested in?  
* What am I good at?    
* What are my goals?    
* What are my special skills / abilities?  
* Which areas would I like to learn more about?  
* What would I like to do after I leave school?  
* What are my career aspirations?

Selection of an elective course indicates an acceptance of costs involved – see Course Fees on page 7.

How do I make my Subject Selection choices?

You will be making your Stage 5 Subject Selections online. An email will be sent to your school address which contains a unique, personalised web-code. Over the course of a week, you are encouraged to discuss options with your family before making a decision; you will also need to select two back-up preferences in case your first choices of electives do not run.

You will be provided with an opportunity to use school computers if you do not have internet access at home. Once your selection is made, the decision is final and cannot be altered.

Who can I speak to about Subject Selection?

The following teachers will be able to provide assistance to you:

Careers Adviser  
Mr Steve Willis 
Curriculum Manager  
Ms Emma Lindsay 
Year Advisers  
Ms Natalie Rahme & Mr Peter Chudleigh

This booklet has been prepared to provide information on courses at Sarah Redfern High School.
Courses are divided into two groups: 
1. Mandatory
2. Electives

**MANDATORY COURSES**

In accordance with the relevant Department of Education and Communities and the Board of Studies requirements, it is compulsory for each student at Sarah Redfern High School in Stage 5 to study the following courses:

- English
- Mathematics
- Science
- Australian History
- Geography, Civics and Citizenship
- Sport
- Personal Development, Health, Physical Education

For mandatory course descriptions and syllabus documents go to:
www.boardofstudies.nsw.edu.au/employers/sc/
Each year of Stage 5, all students must select two (2) Elective Courses in total:

- one (1) Board of Studies Elective and
- one (1) Special Interest Elective.

**Board of Studies Electives** are 200-hour courses that are developed by the Board of Studies and delivered over one year with 8 periods per cycle.

**Special Interest Electives** are 80-hour, school-developed courses that are delivered over one year with 3 periods per cycle. Informed by current VET frameworks and the Stage 6 curriculum, Special Interest Electives aim to provide students with a ‘taste’ of senior courses in order to diversify their studies and prepare them for senior streams.

Descriptions for all elective courses offered can be found in this booklet commencing on page 8.

**STAGE 5 PATTERN OF STUDY**

*First Year*

- BOS Elective 1
- Special Interest Elective 1

+ MANDATORY COURSES

*Second Year*

- BOS Elective 2
- Special Interest Elective 2

+ MANDATORY COURSES

**WILL ALL ELECTIVE COURSES RUN?**

In short, no! All elective courses listed in this booklet are on offer. However, only those electives chosen by a sufficient number of students will run next year. It is very important that students choose carefully, even when selecting their back-up preferences. Once all subject selections have been made, selections will be tallied and decisions will be made on which subjects will and will not run.
What is the RoSA?

The Record of School Achievement (RoSA) is the credential for students who leave school at the completion of Stage 5 and before they receive their Higher School Certificate (HSC). The RoSA is a cumulative record of all academic achievement. To summarise:

- The RoSA is designed to record and credential all of a secondary school student’s academic results up until the HSC.
- The RoSA will detail grades for courses a student completes right up until the time they leave school.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Is it the same as the former School Certificate?

The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

What is the RoSA actually made up of?

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student’s grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as ‘Completed’ with the footnote Refer to Vocational Documentation.
- Courses based on Life Skills outcomes and content will be recorded as ‘Completed’ with the footnote See Profile of Student Achievement.

For more information, visit http://www.boardofstudies.nsw.edu.au/rosa/
Please note: Upon finalising subjects, students are required to pay a 50% deposit OR organise a payment plan OR advise of other methods of payment i.e. scholarship/Abstudy for the elective subjects by 12 December, 2014 to guarantee a position the following year. Failure to provide deposit could put at risk a student’s position in the chosen elective.

MANDATORY COURSES
STUDENTS MUST STUDY ALL COURSES FROM THE LIST BELOW:

<table>
<thead>
<tr>
<th>MANDATORY COURSES</th>
<th>FEE PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Nil</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nil</td>
</tr>
<tr>
<td>Geography</td>
<td>Nil</td>
</tr>
<tr>
<td>History</td>
<td>Nil</td>
</tr>
<tr>
<td>Personal Development, Health, Physical Education</td>
<td>Nil</td>
</tr>
<tr>
<td>Science</td>
<td>Nil</td>
</tr>
<tr>
<td>Sport</td>
<td>Nil</td>
</tr>
</tbody>
</table>

BOARD OF STUDIES (BOS) ELECTIVE COURSES
STUDENTS MUST STUDY ONE (1) ELECTIVE COURSE FROM THE LIST BELOW:

<table>
<thead>
<tr>
<th>BOS ELECTIVE COURSES</th>
<th>FEE PER YEAR – 200 HR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Commerce</td>
<td>Nil</td>
</tr>
<tr>
<td>Drama</td>
<td>$25.00</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$80.00</td>
</tr>
<tr>
<td>Industrial Technology – Automotive</td>
<td>$80.00</td>
</tr>
<tr>
<td>Industrial Technology – Timber</td>
<td>$80.00</td>
</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$50.00</td>
</tr>
<tr>
<td>Music</td>
<td>$25.00</td>
</tr>
<tr>
<td>Photographic &amp; Digital Media</td>
<td>$50.00</td>
</tr>
<tr>
<td>Physical Activity and Sports Studies</td>
<td>$25.00</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$50.00</td>
</tr>
</tbody>
</table>

SPECIAL INTEREST ELECTIVE COURSES
STUDENTS MUST STUDY ONE (1) COURSE FROM THE LIST BELOW:

<table>
<thead>
<tr>
<th>SPECIAL INTEREST ELECTIVE COURSES</th>
<th>FEE PER YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td>Nil</td>
</tr>
<tr>
<td>Critical Studies</td>
<td>Nil</td>
</tr>
<tr>
<td>Food Services</td>
<td>$40.00</td>
</tr>
<tr>
<td>Rugby Development</td>
<td>$20.00</td>
</tr>
<tr>
<td>Sport Enrichment</td>
<td>$20.00</td>
</tr>
<tr>
<td>Transition to Trades</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tourism</td>
<td>Nil</td>
</tr>
<tr>
<td>Horticulture</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
“Strength through Learning”

Sarah Redfern High School believes that learning empowers each individual to achieve their greatest potential. SRHS is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and engaging learning environment. Within a caring, respectful, diverse environment, the school is committed to providing students with a desire to learn, to make calculated and informed decisions, and to accept challenges. We are committed to ensuring students are self-motivated, confident individuals, who will be valued members of our community and society. Students, Staff and Parents are committed to providing a safe and nurturing environment at Sarah Redfern High School.

School Contributions

School contribution fees are used on items that go directly towards student programs such as paper, textbooks, library books, sporting equipment and musical instruments.

School contribution fees are billed to families by Week 2 Term 1 and an account will be posted out to all families. Regular statements are posted out throughout the year with any outstanding balances owing. Fees can be paid in full or by instalments. All fees are to be paid in full by the end of Term 1. If not, a payment plan must be negotiated with the school by the end of Term 1.

School contribution fee for each academic year is $50.

Elective Subject Fees

Students in Stage 5 and 6 choosing electives should consider the fees involved when selecting subjects. Elective subject fees are outlined at subject selection evenings and are used to cover the cost of consumables or specific material required for that subject.

Elective subject fees are billed to families by Week 2 Term 1, and an account will be posted out to all families. Regular statements are posted out throughout the year with any outstanding balances owing. Fees can be paid in full or by instalments.

The balance of fees is to be paid in full by the end of Week 4 Term 1. If not, a payment plan needs to be negotiated with the school by the end of Term 1. If the elective subject fees are not paid by the end of Term 1, students will be unable to continue with the elective subject and may be required to choose another, non-fee based, elective course.

In order to progress to the next year, all elective subject fees may be paid in full by the end of each school year. If you have any difficulties with your account, please contact the Business Manager for an appointment.

Method of Payment

Payments can be made at any time at the front office. Options available are cash, cheque, EFTPOS (cheque/savings/credit card– American Express not available). Alternatively, payments can be made online at the School Website Sarah Redfern High School - Home Page by clicking on ‘$ Make a Payment’.

Important Contact Information

Sarah Redfern High School
1 Monaghan Street
Minto NSW 2566
Telephone (02) 9820 1566
Fax (02) 9820 3050
Email sarahredfe-h.school@det.nsw.edu.au

Principal
Karen Endicott
Manager Operations
Liz Sculley
Business Manager
Alison Millott
COURSE DESCRIPTIONS

Board of Studies Electives
&

Special Interest Electives
Child Studies is an elective course that may be studied for 200 hours. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child’s sense of wellbeing and belonging between 0 and 8 years of age.

Course Description
Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices.

What will students learn about?

- Child development from preconception through to, and including, the early years
- External factors that support the growth, development and wellbeing of children
- The role positive parenting and caring has on a child’s sense of belonging and their health and wellbeing
- The positive impact that significant others play in the growth and development of children
- The importance of positive relationships on the growth and development of children
- The role of community resources that promote and support the wellbeing of children and families

What will students learn to do?

- Identify, create and evaluate solutions to enhance child wellbeing and become aware of and learn to access a range of relevant community resources and services.
- Develop skills required to positively influence the growth, development and wellbeing of children
- Develop skills in researching, communicating and evaluating issues related to child development.
- Identify the characteristics of a child at each stage of growth and development
- Describe the factors that affect the health and wellbeing of the child
- Analyse the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options. Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.
Course Description
Elective Drama in Stage 5 encompasses a broad range of dramatic activities, encouraging self-confidence, expression and creativity.

Drama students spend the majority of their study time in practical exploration of human behaviour and the way it is performed for audiences. Students study drama skills, theatre styles and the theory of these techniques. They are encouraged to continually reflect on their own learning.

Personal qualities required to complete this course:
• An interest in acting and/or other theatre areas such as scriptwriting or costume design
• An outgoing personality or someone who would like to be more outgoing
• Maturity and the ability to focus on work both individually and as a group
• The ability to try new things and go beyond your safety zone
• The ability to have fun learning

What will students learn about?

Modules in Stage 5 Drama include:

Improvisation, Play building, Melodrama, Mime, Characterisation and Scripting, Comedy and Clowning, Theatre Practitioners, Street/Environmental and Political Theatre, Inside the Theatre, Commedia del Arte, Greek Drama and Aboriginal Theatre.

These units offer students either a strong base to develop drama skills for further study and career paths, or else the chance to increase their personal confidence, self-esteem and leadership skills.

What will students learn to do?

Students learn different acting styles and presentation skills that give them the confidence to be better performers. They also develop an advantage as public speakers and presenters in their other school subjects.

Some skills developed during the course:
• Self confidence
• Script writing
• Expressive skills – vocal, movement
• Stage production techniques
• Acting techniques and styles
• Understanding of the history of theatre
Food Technology is an elective course that may be studied for 200 hours. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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

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

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

What will students learn to do?
The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.
Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 200 hours. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

**Course Description**

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

Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in:

- Automotive
  OR
  - Timber

**What will students learn about?**

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

**What will students learn to do?**

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

**INDUSTRIAL TECHNOLOGY: AUTOMOTIVE & TIMBER**

COURSE FEES

$80.00

Sarah Redfern High School, Information Package for Students – Stage 5 - 2015 14
Information and Software Technology is an elective course that may be studied for 200 hours. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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

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

What will students learn about?
The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Web 2.0 Tools Python
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems
- Internet and Website Development

What will students learn to do?
Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.
The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. The Elective course can be studied for 200 hours in Stage 5.

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

What will students learn about?
In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?
In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpins the development of skills in performing, composing and listening.

Course Requirements
The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.
Photography and Digital Media is an elective course that can be studied for 100 or 200 hours at any time after the completion of the Visual Arts (Mandatory) Years 7–8 Syllabus.

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

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

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?
Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media Journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements
Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media Journal.
Physical Activity and Sports Studies is an elective content endorsed course that may be studied for 200 hours. The syllabus can be taught at any time in Years 7–10 however, its outcomes and content have been designed at a Stage 5 standard.

**Course Description**

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

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

**What will students learn about?**

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

**Foundations 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

**What will students learn to do?**

Throughout the course students will develop skills that develop their ability to:
- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.
The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. The Elective course can be studied for 200 hours in Stage 5.

**Course Description**

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

**What will students learn about?**

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists’ including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

**What will students learn to do?**

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgments. They learn to record procedures and activities about their art making practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in art making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

**Course Requirements**

Students are required to keep a Visual Arts Process Diary.
It is a requirement that all students in Stage 5 undertake a Course under the new Special Interest stream.

Designed to build students’ skills, knowledge and experience in Vocational Education Areas, Special Interest electives facilitate an easy transition into a student’s senior studies. In each year of Stage 5, students may choose from the following Special Interest Elective choices.

**Course Descriptions:**

**Communications (Nil)** – A practical course that focuses on the basics of modern Communications, including a hands-on experience of publishing, event management, public speaking and public relations.

**Critical Studies (Nil)** - More academic in nature, students will explore the art of argument through an engaging introduction to ethics, sociology, psychology and philosophy. This course provides an excellent taster for students interested in the humanities and will encourage challenging, intellectual thinking.

**Food Services ($40.00)** - Students will be able to gain skills in working with colleagues and customers, safe work practices and workplace hygiene procedures. This course leads to the HSC course in VET Hospitality (Multiskilling) or Food Technology. Occupations in the hospitality industry include hotel receptionist, housekeeper, hotel manager, waiter, bar attendant, kitchen hand, cook and restaurant manager/owner.

**Horticulture ($40.00)** – With a hands-on approach, students will gain skills in horticulture, gardening and agricultural farming. Students will develop hands on and theoretical based skills in designing, growing, harvesting, cooking and selling of organic produce. Students will build invaluable life and practical skills focused on supporting sustainable living.

**Rugby Development ($20.00)** – With a practical focus, this course caters for students interested in Rugby League and Rugby Union. Working with specialised staff, students will further develop their game strategy and skills.

**Sport Enrichment ($20.00)** – This course will provide a greater understanding for students in the area of sport science, sports training and sports coaching. This course has been designed for students who are members of the school Targeted Sports Programs, but is available to all students. Skills gained in the course transfer directly to the industry area; this course leads to the VET Sport, Fitness and Recreation course.

**Transition to Trades ($40.00)** – This course provides a taster to the different aspects of the building and construction industries, students will be experiencing projects involving carpentry, concreting, bricklaying and technical drawing. This course leads to a variety of practical VET and TVET courses.

**Tourism (Nil)** - Provides a broad, hands-on taster for students interested in Travel & Tourism. Activities include sourcing and using information, managing itineraries, interpreting product information, marketing and customer service etc. This course leads to TVET Tourism courses.
Dear _______________________________________________

Elective Subject Fees Payment Plan

Your child has selected an elective subject/s that incurs a cost, elective subject fees are used to offset the cost of materials/consumables used by students in the course of their studies eg. purchase of paint for Visual Arts, purchase of timber for Industrial Technology, purchase of food for Food Technology etc.

These fees are due by the end of Week 4 of Term 1 each year, if you are unable to make payment by this date, you will need to make arrangements for a payment plan. Minimum payments of $10 per week is to be made until paid in full as discussed by phone. Please sign the payment plan option form below.

_______________________________________________________________________________

Payment Plan Option

Student Name: ............................................................... Year: ...........

I would like to undertake the payment plan option to pay my child’s elective subject fees. I agree to make each monthly payment by the due date & fees will be paid in full by 14 July 2015.

Parent/Guardian Signature: ...........................................Daytime Phone No: .................
Payment Plan Option | Due 14 March 2015

Student Name: .......................................................... Year: .........

Amount to be Paid: $.............-........ (Minimum $30 per month)

Parent/Guardian Signature: ........................................... Daytime Phone No: ..............

Payment Plan Option | Due 20 April 2015

Student Name: .......................................................... Year: .........

Amount to be Paid: $.............-........ (Minimum $30 per month)

Parent/Guardian Signature: ........................................... Daytime Phone No: ..............

Payment Plan Option | Due 14 May 2015

Student Name: .......................................................... Year: .........

Amount to be Paid: $.............-........ (Minimum $30 per month)

Parent/Guardian Signature: ........................................... Daytime Phone No: ..............

Payment Plan Option | Due 14 June 2015

Student Name: .......................................................... Year: .........

Amount to be Paid: $.............-........ (Minimum $30 per month)

Parent/Guardian Signature: ........................................... Daytime Phone No: ..............