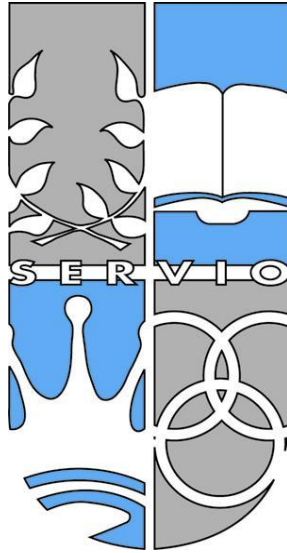


**EAST HILLS BOYS  
HIGH SCHOOL**



**STAGE 5  
CURRICULUM BOOKLET**

FOR THE R<sub>o</sub>SA

**2024 - 2025**

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### **SCHOOL EXECUTIVE**

Principal	Mr P Abboud
Deputy Principal	Mrs K Savins
Deputy Principal	Mr A Kontellis
Deputy Principal	Mr N Stefanis

### **HEAD TEACHERS**

English	Mr N Melser
Mathematics	Mr R Moliterno
Science	Ms M Christenson
HSIE	Mr B Willson
Technology and Applied Studies/Computing	Mr S Cavanagh
Administration	Mr J Bardas
Physical Development/Health/ Physical Education	Mr P Carson
Special Education	Ms A Edwards
Teaching and Learning	Mr J Watson
Welfare	Ms S McKenzie
Creative Arts/Secondary Studies	Mr S Suteski

### **OTHER ADVISORY STAFF**

Year 8 Advisor	Mr A Peake
Careers Advisor	Mrs A Hillier

## HOW TO CHOOSE YOUR ELECTIVE COURSES

The curriculum offered in Years 7 and 8 gives each student the chance to explore his own interests and capabilities in many subject areas enabling him to make sound decisions based on personal experience.

The mandatory subjects for the RoSA are English, Mathematics, Science, Australian History and Australian Geography and Physical Development, Health and Physical Education. Students will choose 2 elective subjects for their RoSA course of study in years 2021 and 2024 and 2 skills and capabilities subjects over the two years

The formal RoSA credential will be provided to students who leave school and who satisfy eligibility requirements for the RoSA. The RoSA is not provided to students continuing to Years 11 and 12 until they leave school and satisfy the eligibility requirements.

You will be asked to make your choices electronically this year.

When choosing subjects boys should keep in mind their future goals and they should aim for a balanced education.

It is unwise to choose subjects mistakenly seen as easy or to choose subjects based on who the teacher may be or what their friends may decide.

Consider subjects you like, will do well in, will help with your future career and will provide essential work skills.

Any of the staff listed on Page 3 can help you with your selections as well as any other teacher at the school.

Information on each core subject and each elective subject is included in this booklet. Further information on individual subjects can be found on the NESA website on: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

This booklet will help boys choose subjects which will allow them to take advantage of the many great opportunities this school proudly offers its students and to achieve success in Stage 5 of their education.

**SCHOOL CONTRIBUTIONS, ELECTIVE FEES AND EQUIPMENT 2024**

<b>SPECIFIC SUBJECT COSTS:</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>
<b>CREATIVE ARTS</b>						
Visual Arts (+Visual Art Book)	40	40	50	50	60**	60**
Drama			15	15	30	30
Music	15	15	30	30	30	30
Photography and Digital Media			30	30	30	30
Visual Design					30	30
<b>COMPUTING/LANGUAGES</b>						
Computer Fee			10	15	20	20
Languages		10	50	50	50	50
<b>PD, HEALTH &amp; PE</b>						
PDHPE Health Book	35	35	35	35		
Sport Levy	5	5	5	5	5	5
<b>HSIE</b>						
Economics					80	80
VET: Retail & Business Services			10	10		
<b>TECHNOLOGY AND APPLIED STUDIES</b>						
Food Technology	45	45	75	75	80	80
Industrial Arts	50	50				
Design and Technology			60	65**	80**	80**
Graphics Technology			15	15		
Electronics			80	90		
Metals			65	75*		
Multimedia					50	50
Timber (+ Y12 only – Major Project Materials)			75	85	110	60**
VET: Construction (+ Safety Boots)					50	50*
VET: Entertainment					65	65
VET: Hospitality (+ Uniform & Tools)					110	110*
Engineering Studies					20*	20*
<b>STAGE 5 SKILLS &amp; CAPABILITIES</b>						
Editorial - CAPA						
Event Planning & Management - CAPA						
Fitness – PDHPE						
Food Through The Ages - FT			50	50		
Grown it Green – FT			15	15		
Lights, Camera, Action - TAS			20	20		
Man About the House - TAS			20	20		
Music Prod – CAPA			10	10		
Pen to Paper - ENG						
Popular Culture – HSIE						
STEM - TAS			40	40		
Animation and Special Effects - TAS				20		
Visual Design - CAPA			15	15		
Robotics			30	30		
Forensic Science				10		

## SCHOOL CONTRIBUTIONS, ELECTIVE FEES AND EQUIPMENT 2024

SCHOOL CONTRIBUTIONS:	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
General Service Fee	105					
P & C Levy	25 (per family)					
Technology Levy	55					
Textbook Levy NEW STUDENTS One off Non Refundable Fee	100					

ADDITIONAL EQUIPMENT & COURSE COSTS:		
EQUIPMENT & COURSE FEES	Year 7	Year 8-12
Replacement Student Dairy	15	
USB 8GB	10	
Calculator	28	
Visual Arts Diary <small>Visual Art Students if required</small>	10	
TAS pack Year 7 <small>inc. 1x Blue Apron 1x White Apron 1x Cap 1x Safety Goggles</small>	30	
Replacement – Blue (IA) or White (FT) Apron	10	
Replacement – White Cap (FT)	6	
Replacement - Safety Goggles	8	
VET Hospitality UNIFORM <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>		100
VET Hospitality Tools PURCHASE <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>		100
White Card Training <small>if required Year 10-12 Only – DETAILS &amp; PRICE TO BE CONFIRMED</small>		80
1 <sup>ST</sup> Aid Course <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>		75
SCIENCE – CHEMISTRY Dot Point Text Book <small>if required Year 11-12 Only</small>		40
SCIENCE – CHEMISTRY Focus Skills & Assessment Text Book <small>if required Year 11-12 Only</small>		30
SCIENCE – BIOLOGY Dot Point Text Book <small>if required Year 11-12 Only</small>		40
SCIENCE – BIOLOGY Focus Skills & Assessment Text Book <small>if required Year 11-12 Only</small>		30
SCIENCE – PHYSIC Dot Point Text Book <small>if required Year 11-12 Only</small>		40
SCIENCE – PHYSIC Focus Skills & Assessment Text Book <small>if required Year 11-12 Only</small>		30
SEF – e-Learning	40	
SEF CAMP <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>	300	
CAMP – Y7 or Y9 or Y11 <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>	350	
Year 12 Graduation Dinner <small>DETAILS &amp; PRICE TO BE CONFIRMED</small>		TBC
<b>NOTE: Price may change without notice from supplier</b> <b>*Additional cost may be incurred</b> <b>** Cost according to task</b>		

**RoSA**  
**(Recognition of Student**  
**Achievement)**

**MANDATORY COURSES**

## ENGLISH

The study of English is compulsory in Years 9 and 10. The course is taught to all classes and ability levels. The Band awarded to students measures the level of outcomes achieved.

It is important to understand how the skills involved in the study of English impact on the overall success of a student in the senior years and the ROSA (Recognition of Student Achievement.)

The study of English is about effective communication and thinking skills. Composing and responding to a variety of text types develops these skills in addition to building on general knowledge and vocabulary. Communicating in written, oral, aural and visual forms as well as developing skills in the ethical and effective use of technology will enhance a student's capacity to succeed in other academic areas.

The English Faculty is progressive in its choice of texts and units and targets work at our specific student body. We believe boys' education must reflect the contemporary world and its technologies in the 21<sup>st</sup> century.

Successful students in Years 9 and 10 are those who read on a regular basis. Reading a text of their own choice every night makes a significant impact on the development of a student's literacy. Effective time management and planning of written tasks in English also contributes to student achievement.

The English Faculty asks parents to work in partnership with us to encourage a positive approach to English in our students. Homework in the English Faculty is assigned regularly. The purpose of homework is to reinforce and extend on work done in the classroom. When homework is not set students are expected to read their assigned text or a text of their own choice at home.

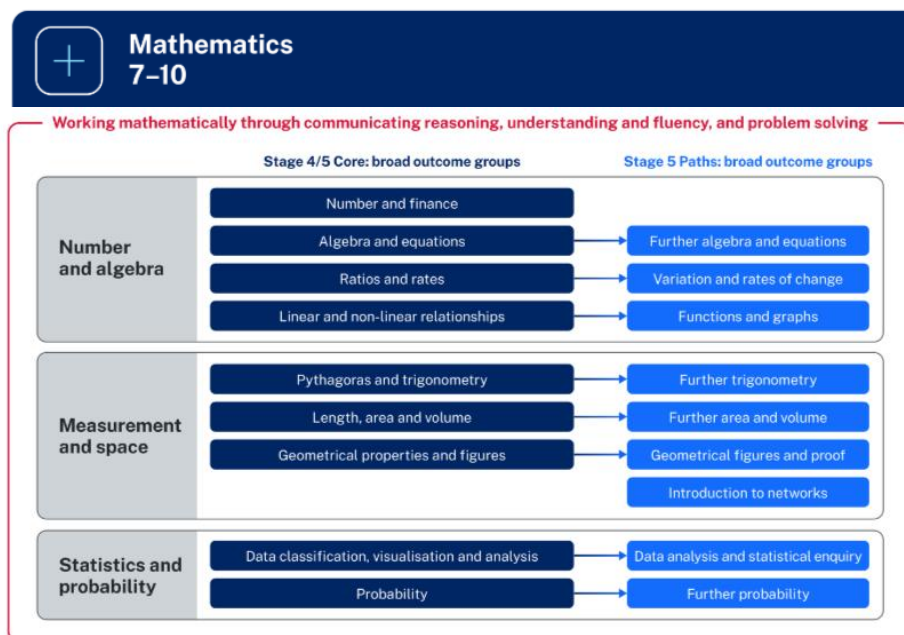
## MATHEMATICS

Mathematics is a mandatory subject in Stage 5. By studying mathematics, students develop essential numeracy skills and fluency, while nurturing the ability to think logically, critically and creatively. They learn about patterns and reason about relationships, creating opportunities to generalise their solutions and to solve non-routine problems.

The aim of Mathematics is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

The new Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create

pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. These endpoints will then be used to determine the level at which students may study senior Mathematics.





## **SCIENCE**

The compulsory study of Science continues in Years 9 and 10. This course follows the NSW Syllabus for the Australian Curriculum.

It is composed of a skills component as well as a knowledge and understanding component.

The skills component includes:

Questioning and predicting  
Planning Investigations  
Conducting Investigations  
Processing and Analysing Data and Information  
Problem Solving  
Communicating

The knowledge and understanding component includes:

The Physical World  
Earth and Space  
The Living World  
The Chemical World

There is also an independent Student Research Project which is a major component of the school's assessment of achievement of the skills outcomes.

## **HISTORY (Mandatory)**

History is a two year mandatory course for Year 9 and Year 10 students. The course has been designed to provide students with an understanding of Australian History and Civics and Citizenship. Students are made aware of the significant events which have affected their lives and lead to an appreciation of what it means to be an involved citizen.

This course focuses on the development of critical thinking about events in Australia's past and on the acquisition of research skills by investigating a variety of sources.

The course is divided into topics. Most topics have internal choice to allow for studies in more depth. Students are required to study the following mandated topics relating to Australian History. These topics all have a focus on Civics and Citizenship.

Year 9 topics:

1. Industrial Revolution
2. World War I and World War II: Comparative Study
3. Making a Nation

Year 10 topics:

4. The Holocaust
5. Migrant and Indigenous Australia
6. The Civil Rights Movements in Australia and the U.S.A.

As result of studying this course students will:

- \* Develop investigation skills
- \* Appreciate how Australia has changed over time
- \* Understand why some issues are critical to us
- \* Develop citizenship knowledge and values
- \* Develop critical thinking
- \* Understand the role of people and institutions in creating the present.

## AUSTRALIAN GEOGRAPHY

**Geography is studied and assessed over two years. The course has four focus areas:**

- Sustainable Biomes
- Environmental Change and Management
- Changing Places
- Human Wellbeing.

**It is vital that students develop a range of skills including:**

- Research
- Literacy
- Topographic maps
- Weather maps
- Line drawings
- Photograph interpretation.

By the end of Stage 5, students are able to explain geographical processes that change features and characteristics of places and environments over time and explain the likely consequences of these changes. They will analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students will undertake geographical research to extend their knowledge and understanding, and learn to make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They will learn to propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students will propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students will participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

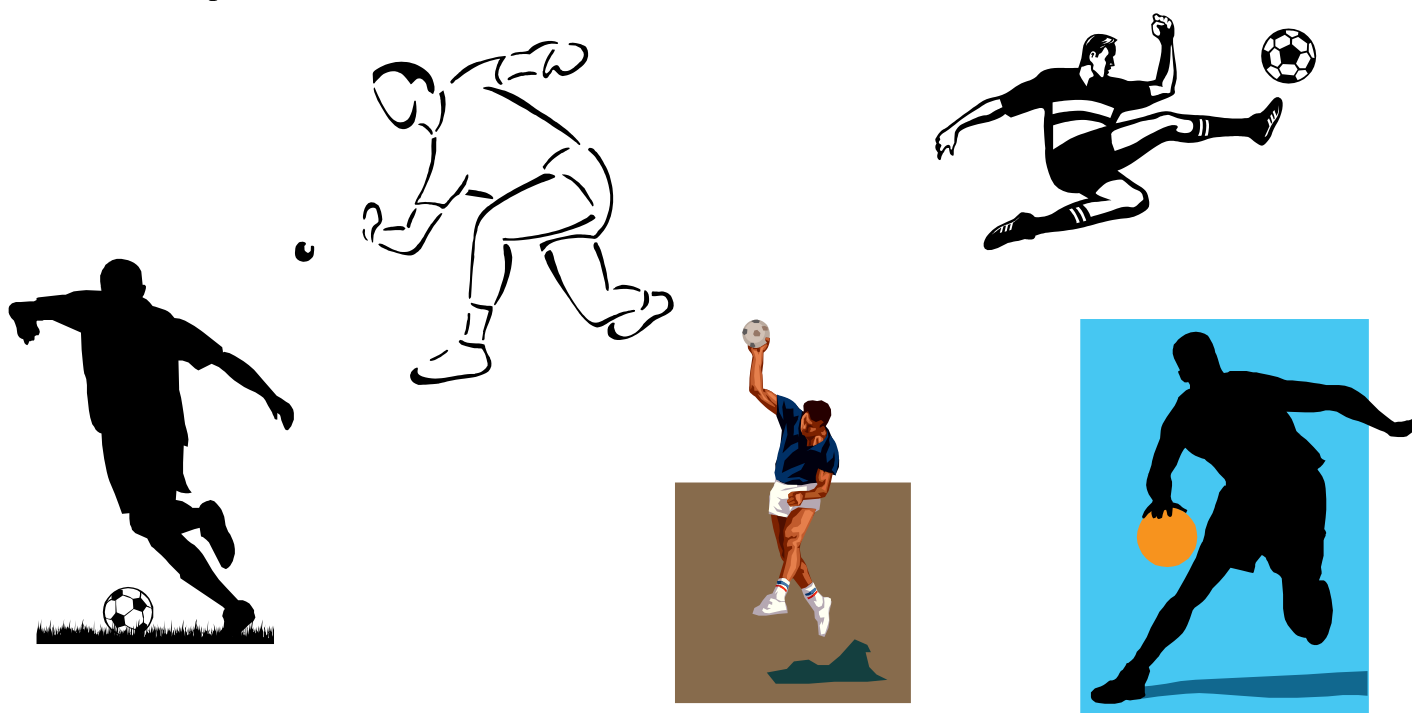
## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

The Board of Studies requires every student in NSW to study 300 hours of Personal Development, Health and Physical Education before the completion of Year 10.

In Years 9 and 10 each student will have two 50 minute lessons per week of PDHPE. The course comprises both a theory and practical component.

In the theory component of the course students will study topics such as Relationships, Driver Education, Sexuality, Recreational Drugs, Alcohol, Nutrition and Life Long Physical Activity. During the study of these topics, students develop skills in: communicating, decision-making, interacting, moving, planning and problem solving.

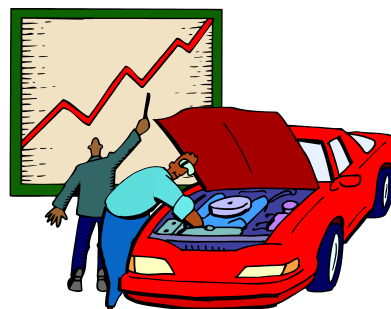
The practical lessons will involve students participating in a range of physical activities that are designed to cater for their needs, interests and ability levels. These include (but are not limited to) traditional team sports such as Basketball, Hockey, Touch Football, Cricket, and Soccer. Students are also exposed to the latest teaching of sports such as “Games Sense” as well as non-traditional team sports such as Gaelic Football, European Handball and La Crosse.



**ROSA**  
**(Recognition of Student**  
**Achievement)**

**ELECTIVE COURSES**

# Commerce



Commerce looks at many aspects of our lives, such as:

- ✪ Pitfalls to avoid when buying a car!
- ✪ Finding somewhere to live
- ✪ Can the share market help me become rich?
- ✪ Taxes – how and why we pay them
- ✪ Your rights as a consumer
- ✪ What job will I do?

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. Students develop 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?**

All students study *Consumer and Financial Decisions and Running a Business*. In these topics, they learn about responsible spending, saving, borrowing and investment decisions.

Students may also study *Employment and Work Futures*, 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; Towards Independence; Travel; Law in Action; Our Economy.

### **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.

**The common theme throughout the course is the development of life skills to prepare students for effective participation in their future lives.** They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

Commerce provides an excellent foundation for students who may wish to study Business Studies, Legal Studies and Economics in Years 11 and 12.

# Design and Technology



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ Ability to plan and organise work
- ✦ Ability to work independently

## What this subject is about (content)

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects. The design and development of projects gives students the opportunity to identify needs, investigate existing solutions, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

## What you will learn in this subject (skills, knowledge, understanding)

Students undertaking Design and Technology will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will also develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

## Some of the main topics in this subject are

- |                                  |                                  |
|----------------------------------|----------------------------------|
| ✦ Concepts of Design             | ✦ Problem Solving Techniques     |
| ✦ Factors Which Influence design | ✦ Ethical and Responsible Design |
| ✦ Design Processes               | ✦ Creativity and Innovation      |
| ✦ Work of Designers              | ✦ Preferred Futures              |

## Possible Focus Areas include:

- |                         |                     |
|-------------------------|---------------------|
| ✦ Aeronautical          | ✦ Industrial Design |
| ✦ Architectural         | ✦ Interior Design   |
| ✦ Communication Systems | ✦ Landscape         |
| ✦ Engineering           | ✦ Packaging         |
| ✦ Environmental         | ✦ Structural        |
| ✦ Furniture             | ✦ Transportation    |

## Particular Course Requirements

This course will incur a course fee to cover the cost of materials used in the completion of projects

## Possible Career Paths

All Design Fields (Interior, Product, Industrial etc), Engineering, Architecture, Drafting, Education, Trades

## Assessment

Assessment in Design and Technology will be based on the successful completion of class tasks, design projects and demonstrated understanding of related course theory.

# Food Technology



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ Ability to plan and organise work
- ✦ Ability to work independently

## What this subject is about (content)

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.

## What you will learn in this subject (skills, knowledge, understanding)

The major emphasis of Food Technology 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.

## Areas of Study include:

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 food preparation and processing, nutrition and consumption will be studied.

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

## Particular Course Requirements

This course will incur a course fee to cover the cost of food used in the completion of practical tasks

White apron and enclosed leather shoes

A4 240 page book or laptop

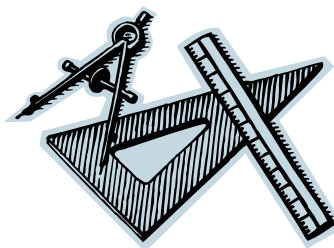
## Possible Career Paths

Chef, Food Technologist, Dietician, Food and Catering Industry, Hospitality, Hotel Management, Home Economist, Nursing, Teaching, Food Demonstrator, Food Photographer.

## Assessment

Assessment in Food Technology is based on the successful completion of practical tasks, written documentation of tasks and understanding of related course theory.

# Graphics Technology



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ Sound results in Mathematics
- ✦ Ability to think creatively

## What this subject is about (content)

Graphics Technology develops in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media. Students will learn the protocols and skills associated with the design and production of a wide variety of manually and computer generated graphical communication techniques.

## What you will learn in this subject (skills, knowledge, understanding)

In Graphics Technology, students will learn about, and gain understandings of graphical communication and the technologies and techniques used to convey technical and non-technical ideas and information. Computer Aided Drafting (CAD) is an integral component of this course and students will become practiced in the use of CAD software packages.

## Some of the main topics in this subject are

The course is divided into a number of modules, two core modules studied in Year 9 which provide a broad skill set in the interpretation and production of drawings, followed by the study of four option modules in Year 10. The modules studied in Year 10 will be selected with consideration to student interests as well as the teaching resources available.

## Option Module Topics

- |                                 |                                    |
|---------------------------------|------------------------------------|
| ✦ Architectural Drawing         | ✦ Graphic Design and Communication |
| ✦ Australian Architectural      | ✦ Landscape Drawing                |
| ✦ Cabinet and Furniture Drawing | ✦ Pattern Design                   |
| ✦ Cartography and Surveying     | ✦ Product Illustration             |
| ✦ Computer Animation            | ✦ Technical Illustration           |
| ✦ Engineering Drawing           |                                    |

## Particular Course Requirements

This course will incur a course fee to cover the cost of materials used in the completion of projects. Technical Drawing instruments, set squares, rule, clutch pencil, eraser etc.

A4 Display folder

## Possible Career Paths

Engineering, Architecture, Drafting, Surveying, Design, Teacher, Trades

## Assessment

Assessment in Graphics Technology will be based on the successful completion of class tasks, major assignments and demonstrated understanding of graphics principles, techniques and standards.



# History Elective



Elective History caters for students who have an interest in people, places and events from the past.

The two-year course gives students the opportunity to study specific historical areas that interest them.

The program is designed in such a way that students and teacher can negotiate some of the topics to be studied, proving that History can be fun, engaging and exciting.

Assessments include a mixture of group work, individual tasks and a Yearly Exam in Year 10.

One major component of assessment in this subject the PIP (Personal Interest Project). Students choose their own area of interest to research. There is an opportunity for students to use and develop their computing and technology skills in this course.

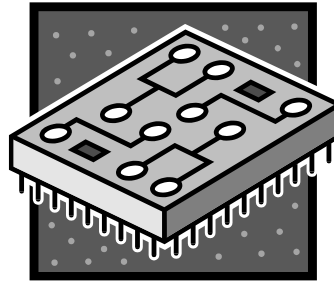
## Possible areas of study include:

- ✧ Oral/Spoken History
- ✧ Crime and Punishment
- ✧ Warfare Through the Ages
- ✧ Archaeology and Human Remains
- ✧ Witchcraft and Superstition
- ✧ Ancient Societies: Aztecs, Incas, etc
- ✧ Gladiators: Life and Death in the Colosseum
- ✧ History of Slavery
- ✧ Events that Changed the World
- ✧ Famous Assassinations (e.g. JFK, Julius Caesar)
- ✧ History in Popular Culture

## Skills:

Elective History builds skills in literacy and critical thinking, both of which are necessary for success in the HSC. Teamwork, collaboration and presentation skills will be developed, as well as the ability to research effectively and demonstrate knowledge in a sophisticated way. This subject is beneficial to students who have a general interest in History and would like to learn more about a broader range of events than those offered in the Mandatory course.

# Industrial Technology Electronics



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ A sound understanding of Mathematics and Science
- ✦ Ability to think creatively
- ✦ Ability to work independently

## What this subject is about (content)

Industrial Technology Electronics develops students' knowledge and understanding of components and processes commonly used in electronics. They develop knowledge and skills relating to the selection, use and application of components, tools, machines and processes through the planning and production of quality practical projects.

## What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology Electronics involves students in the design, planning and construction of projects using a range of electronic components and circuits. Construction of projects will involve the use of hand tools, a range of portable power tools and electronic circuit testing equipment

Students will learn about design, tools and processes applicable to electronic projects and develop a wide range of practical skills related to circuit design, construction and testing.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to electronic-related technologies.

## Some of the main topics in this subject are

- ✦ Work Health and Safety, and risk management
- ✦ Electronics materials, circuit types and standard components
- ✦ Equipment, tools and machines
- ✦ Design of electronic circuits
- ✦ Techniques and processes used in circuit construction and fault finding
- ✦ Workplace Communications – reading and producing circuit diagrams and reports
- ✦ The effects of the electronics industries on society and the environment
- ✦ Industrial manufacturing techniques and processes

## Particular Course Requirements

This course will incur a course fee to cover cost of practical projects

Apron or High Vis Shirt

Protective footwear

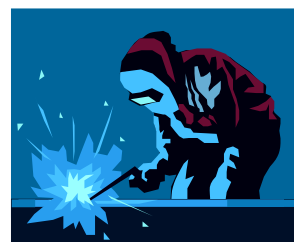
## Possible Career Paths:

Engineering, Architecture, Design, IT Industry, Telecommunications, Teacher, Electrical Trades

## Assessment:

Assessment of Industrial Technology will be based on successful completion of practical tasks and projects (60%) and understanding of related course theory (40%)

# Industrial Technology Metal



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ Ability to think creatively
- ✦ Ability to work independently

## What this subject is about (content)

Industrial Technology Metal develops students' knowledge and understanding of materials and processes commonly used in metal fabrication, metal machining and sheet-metal work. 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.

## What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology Metal involves students in the design, planning and construction of projects using solid sections and sheet metals. Construction of projects will involve the use of hand tools, a range of portable power tools and machine tools including the metal turning lathe.

Students will learn about design, tools and processes applicable to making metal projects and develop a wide range of practical skills related to sheet metalworking, metal fabrication and metal machining.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies.

## Some of the main topics in this subject are:

- ✦ Work Health and Safety, and risk management
- ✦ Metals and Metal alloys
- ✦ Equipment, tools and machines
- ✦ Designing in metal
- ✦ Sheet metal, metal fabrication and metal machining techniques
- ✦ Workplace Communications – reading and producing drawings and reports
- ✦ The effects of the metals industries on society and the environment
- ✦ Industrial manufacturing techniques and processes

## Particular Course Requirements

This course will incur a course fee to cover cost of practical projects

Apron or High Vis Shirt

Protective footwear

## Possible Career Paths:

Engineering, Architecture, Design, Plumbing, Teacher, Metal Trades, Mechanic

## Assessment:

Assessment of Industrial Technology will be based on successful completion of practical tasks and projects (60%) and understanding of related course theory (40%)

# Industrial Technology Timber



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ✦ Ability to think creatively
- ✦ Ability to work independently

## What this subject is about (content)

Industrial Technology Timber develops students' knowledge and understanding of timber and processes commonly used in cabinetwork. 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.

## What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology Timber involves students in the design, planning and construction of projects using solid timber, timber sheet materials and common hardware. Construction of projects will involve the use of hand tools, a range of portable power tools and machine tools including the wood turning lathe.

Students will learn about design, tools and processes applicable to making timber projects and develop a wide range of practical skills related to cabinet making and wood turning.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

## Some of the main topics in this subject are

- ✦ Work Health and Safety, and risk management
- ✦ Timber and timber products
- ✦ Equipment, tools and machines
- ✦ Designing in timber
- ✦ Cabinet making and wood turning techniques
- ✦ Workplace communications – reading and producing drawings and reports
- ✦ The effects of timber industries on society and the environment
- ✦ Industrial manufacturing techniques and processes

## Particular Course Requirements

This course will incur a course fee to cover cost of practical projects

Apron or High Vis Shirt

Protective footwear

## Possible Career Paths:

Engineering, Architecture, Design, Teacher, Carpentry Trades, Building Trades

## Assessment:

Assessment of Industrial Technology will be based on successful completion of practical tasks and projects (60%) and understanding of related course theory (40%)

# Computing Technology



## Success criteria (what skills and aptitudes do you need to have for success in this course)

- ★ Ability to plan and organise work
- ★ Ability to work independently

## What this subject is about (content)

- ★ The study of Computing Technology in Years 9 and 10 enables students to:
- ★ become safe and responsible users of computing technologies
- ★ developers of innovative digital solutions
- ★ develop an understanding of the connections between technical knowledge, social awareness and project management
- ★ develop their ability to think creatively to produce and evaluate computer-based solutions
- ★ develop practical skills in the use and application of a range of software and digital technologies

## What you will learn in this subject (skills, knowledge, understanding)

- ★ Through the study of Computing Technology students will develop knowledge and skills related to:
- ★ Information systems
- ★ Mechatronics and automated systems
- ★ Game and simulation creation
- ★ App and web software development

Practical activities and experiences are a major element of this course.

## Areas of Study include:

Students undertaking this course will complete

- ★ at least 2 Information Systems projects
- ★ at least 2 Software Development projects
- ★ at least on group project

## Particular Course Requirements

This course will incur a course fee to cover the cost of materials used in the completion of practical tasks

## Possible Career Paths

Knowledge of, and skills in, computing and software applications is essential to all fields of employment. This course is also an excellent platform for students wishing to pursue careers in the IT Industry, Engineering, Design and Education.

## Assessment

Assessment in IST is based on the successful completion of practical tasks, written documentation of tasks and understanding of related course theory

# International Studies



International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course lends itself to an emphasis on, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion, and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

## **What will students learn about?**

All students study the core topic of *Understanding culture and diversity in today's world*. This allows students to build on their understanding of Australian culture, their own or another culture, and how that culture fits into multinational, diverse and equal societies. This core topic looks at how an individual's culture impacts their personal, religious, family and national identity. The use of case studies and research of a community cultural event will enhance a student's understanding.

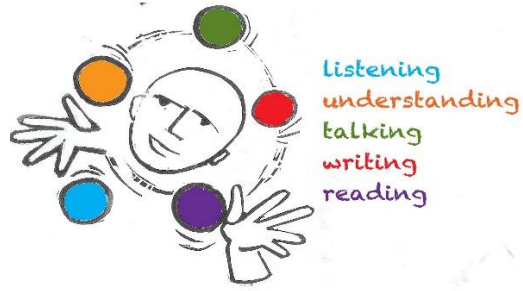
Students will also study a minimum of six (6) optional topics that include looking at how Culture interacts with beliefs, the media, travel, the performing arts, art, architecture, literature and film, sport, food and science and technology.

## **What will students learn to do?**

Student learning in International Studies will promote a rich understanding of culture and how a person's culture links to their identity. Students will develop skills in research, communication, understanding, empathy, critical thinking and how to build a cohesive community.

International Studies provides an excellent foundation for students who may wish to study Society and Culture, Geography and Legal Studies in Years 11 and 12.

# Japanese



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✪ Ability to think creatively
- ✪ Ability to communicate effectively
- ✪ Ability to work independently

## What this subject is about (content)

Japanese provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Students will gain basic literacy in Japanese and the ability to express yourself in everyday situations with quite a fluent proficiency of the language.

## What you will learn in this subject (skills, knowledge, understanding)

Through the development of communicative skills in Japanese and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning Japanese exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking. Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

## Some of the main topics in this subject are

- ✪ Me and my Family
- ✪ Food
- ✪ Sport and hobby
- ✪ Fashion and shopping
- ✪ Holiday and travel

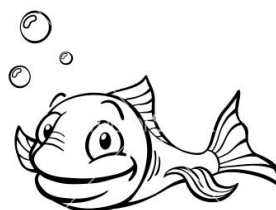
## Possible Career Paths:

Communications and media officer, Diplomat, Foreign affairs officer, Cultural or development officer, International relations and trade, Language specialist, Teacher, Policy analyst, Public service positions, Translator and interpreter, Travel and tourism consultant.

## Assessment:

Assessment of Japanese will be based on successful completion of class tasks, major assessment tasks and demonstration of ability to interact and producing texts in Japanese language.

# Marine Studies



Marine Studies is an elective course in the Sciences KLA. The course caters for all ability levels and is designed for students to explore the marine environment. The course looks at different aspects of the Marine and Aquaculture technology industries and focuses on skills management and employment in the Marine industry.

The components of the course consist of theory and first-hand practical experiences, with forty eight module options available for students to study.

## Topics covered in this subject include:

- ✦ Dangerous Marine Creatures
- ✦ Food from the Sea
- ✦ Antarctica's Marine Ecology
- ✦ Basic Snorkeling
- ✦ Marine Disasters
- ✦ Aquarium Design Construction and Maintenance
- ✦ Recreational and Community Groups
- ✦ Shipwrecks and salvage

This course will allow students to develop first aid skills and an appreciation of the Marine Environment which will be valuable if undertaking future studies in the Year 11, 2 Unit Marine Studies course and also provides beneficial learning for a career in the Marine and Aquaculture Technology industry.

## Course Requirements

Students will need to demonstrate that they can:

- ✦ Swim 200m in still water
- ✦ Swim 25m fully clothed
- ✦ Swim 10m underwater
- ✦ Tread water for 3 minutes



# Music



The elective Music Course is designed for students who wish to explore all types of music and maybe become proficient at one of the main instruments offered in class i.e. guitar, keyboard, bass guitar or drums. Other instruments may be offered depending on availability.

## What will students learn to do?

- ✦ perform as a soloist and a member of the class ensemble
- ✦ compose short pieces in different musical styles
- ✦ recognise aural concepts including duration, pitch, tone colour, structure, texture and dynamics.

## What will students learn about?

- ✦ the history of music learning about both past music traditions and present practices.
- ✦ topic areas such as rock, pop, jazz, cultural and classical.
- ✦ a range of computer and technology programs.

Elective students are offered excursions where appropriate, to both in school concerts and external performances.

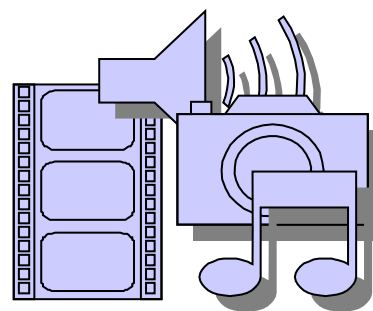
The Music Elective Course for Years 9 and 10 prepares students well for entry into either the Music 1 or Music 2 HSC Course.

## Possible Career Paths:

Musician, Musical instrument maker, Piano tuner, Singer, Composer, Retail, Teacher – Music, Music for film and television, Conductor, Choral director, Disc jockey (DJ), Music critic, Music tutor, Band leader, Music Administration, Audio engineering, Musical director, Musical theatre, Stage management, Sound editor.



# Photographic and Digital Media



Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works.

**It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world.**

**Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.**

## What will students learn about?

- ✦ The pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms.
- ✦ 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.

## What will students learn to do?

- ✦ 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.
- ✦ 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 making practice in their Photographic and Digital Media journal.
- ✦ The camera can be a very expressive tool and through the making, studying and critiquing of the photographed image, students discover the recorded world.
- ✦ This course is designed for students with:
- ✦ A vocational interest providing career skills, which can be, developed within the graphic arts, commercial photography, journalism or information technology fields.
- ✦ A creative interest providing a means for self expression and a focus for the study of what surrounds them, what they understand, believe and value.
- ✦ A recreational interest providing the necessary skills to use the camera more effectively and to produce successful photographs.

## Possible Career Paths:

Advertising account executive, Animator, Director of photography, Display artist, Graphic artist, Graphic designer, Multimedia developer, Photographer, Web designer/developer, Advertising manager, Film, Teacher.

# Physical Activity and Sports Studies



Physical Activity and Sports Studies is an elective course in the Personal Development, Health and Physical Education (PDHPE) KLA.

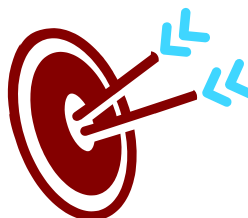
The course caters for all ability levels and is designed for student to build upon the skills and knowledge gained in their mandatory PDHPE course. The course looks at different aspects of the sporting industry and the physiological responses the body displays to physical activity.

The major component of the course is theory, with a number of practical labs carried out in each topic.

Topics covered in this subject include:

- ✦ Body systems and energy for physical activity
- ✦ The Wide World of Sport
- ✦ Australia's sporting identity
- ✦ Physical fitness
- ✦ Nutrition and physical activity
- ✦ Sports Coaching
- ✦ Technology, participation and performance
- ✦ Opportunities and pathways in physical activity and sport

This course will allow students to develop skills and an understanding of lifestyle issues which will be valuable if undertaking future studies in the Year 11, 2 unit PDHPE course and also provides beneficial learning for a career in the health and fitness industry.



# Visual Arts



What are **employers** looking for today? Skilled workers with an ability to think **creatively, laterally and visually**.

These are the skills you learn in visual arts! It is not necessary to be a good drawer, just to have a desire to express yourself and enjoy visual images. Students will engage in the making, critiquing and historical study of images from the world of art, history, television, magazines, videos and movies. Students will explore themes such as the teenage world, the environment, technology and advertising, using a range of materials such as painting, drawing, sculpture, video art, printing, photography, ceramics and design.

## The Visual Arts aim to:

- ✦ develop positive attitudes towards art and other cultures
- ✦ develop an understanding of art as a form of non-verbal communication
- ✦ develop an awareness of the student's environment and their interpretation of it
- ✦ discover that through art abstract ideas can, and have, been translated
- ✦ develop an understanding of why art is so highly valued in civilisation

The Visual Arts is a very relevant subject for today's students in today's world giving them not only job opportunities but leisure activities, enjoyment and very importantly, the enrichment of their self-esteem.

## What will students learn about?

- ✦ the pleasure and enjoyment in making artworks
- ✦ how artists work in groups and in collaboration with others
- ✦ how artists invent, adapt and develop strategies and procedures to investigate the world to make artworks
- ✦ concepts of art as the aesthetic expression of experience for themselves as artists and viewers

## What will students learn to do?

- ✦ make informed personal choices to shape meaning
- ✦ develop subjective, structural, cultural and postmodern approaches to making artworks
- ✦ explore notions of irony, parody and critique of art in their making of art

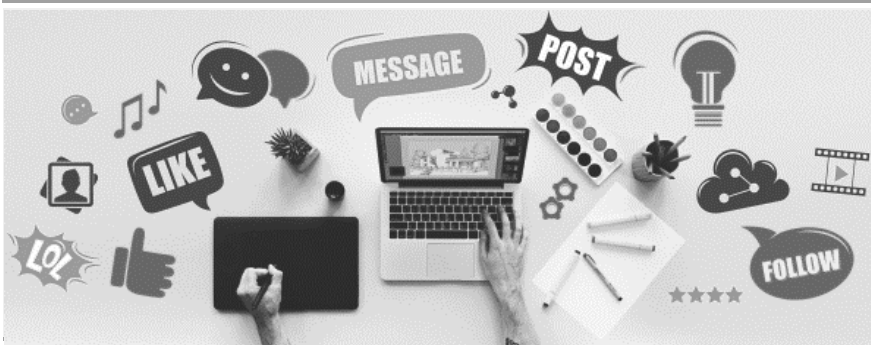
## Possible Career Paths:

Artist, Architect, Art critic, Artist, Art gallery director, Art historian, Arts administrator, Arts and cultural planner, Cartoonist, Costume maker, Craft instructor, Display artist, Fashion designer, Illustrator, Industrial designer, Interior designer, Landscape architect, Museum curator, Potter, Sculptor, Set/stage designer, Teacher— art, Textile designer, Theatrical costume maker and designer.

# **SKILLS AND CAPABILITIES COURSES**

East Hills Boys High school has introduced of a variety of 60 hour courses that focus on students engaging in courses that are based on skills and capabilities rather than academic content. These courses will consist of three periods per cycle and assessment will be based on competencies. Students can select one option from the following courses to be completed in Year 9. Students will have the opportunity to select a different course from these choices for Year 10. This selection process will take place during Term 3, 2024. We believe these courses will provide students with experiences outside the usual curriculum, delivered through traditional syllabi, and enable them to successfully build on their creativity and collaboration skills.

# Editorial



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✦ Capable of creating engaging content
- ✦ Basic understanding of technology
- ✦ Ability to work as part of a team for a common goal
- ✦ A good understanding of social media platforms

## What this subject is about (content)

The Editorial course develops students' knowledge and understanding of all aspects of journalism including content creation for the school website and social media, newsletter and general photography and video.

Students will develop knowledge and skills relating to the organisation and administration of the East Hills Boys High School website and social media accounts. Students will also develop a basic knowledge of equipment specific to the industry including Microsoft Publisher, Adobe Photoshop and Premier as well as the use of digital SLR cameras and camcorders.

## What you will learn in this subject (skills, knowledge, understanding):

Editorial educates students in the creation of information across a number of platforms.

Using a range of processes to create engaging content, students will learn about using social media safely, responsible communication with different community stakeholders as well as the team building required for the commission or predation of material for publication.

There will a strong element of group work and collaboration in working to carry out these projects which will be displayed across a number of school communication platforms.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to editorial, art direction, copywriting and design.

## Some of the main topics in this subject are:

- ✦ Social media safety
- ✦ Basic use of Adobe Photoshop & Premiere
- ✦ Scaffolding and planning an article
- ✦ The use of digital SLR cameras and camcorders
- ✦ Understanding Microsoft Publisher
- ✦ Growing social media engagement
- ✦ Twitter, Instagram and Facebook management
- ✦ Design and content creation of articles for the school website.

## Possible Career Paths:

Art director, copywriter, publisher, editor, journalist, stylist, graphic designer, photographer/videographer

# Event Planning and Management



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✦ Organisational abilities to plan, organize, setup events
- ✦ Ability to think creatively
- ✦ Ability to work collaboratively as part of a team
- ✦ Able to use a hands on approach to learning

## What this subject is about (content)

The Events Planning and Management course develops students' knowledge and understanding of events run both in and outside of school. Students will develop knowledge and skills relating to the planning and running of events here at school for functions that take place throughout the school calendar. Students will also develop knowledge of equipment specific to the industry and design elements needed for specific events.

## What you will learn in this subject (skills, knowledge, understanding)

Event planning and Management involves students in the design, planning and running of projects using a range of processes which are vital to any event. You will learn about some of the planning procedures, WHS factors and some production equipment which is needed to run a successful event.

There will a strong element of group work and collaboration to carry out these projects, which will be displayed at school events.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to event planning and management.

## Some of the main topics in this subject are

- ✦ Work Health and Safety, and risk management
- ✦ Venue design and site maps
- ✦ Staging design and stage plans
- ✦ Programming and planning cue sheets for school event #1
- ✦ Types of events
- ✦ Facilities, signs, emergency meet point, covered areas. Fire prevention equipment
- ✦ Environmental issues surrounding events
- ✦ Major project #2 (planning and running of own event in school)

## Possible Career Paths:

Stage crew, Lighting designer, WHS officer, Stage designer, Event Management, Festival Organiser

# Fitness



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✦ Research skills
- ✦ Questioning concepts
- ✦ Decision making
- ✦ Scheduling

## Subject content:

The Fitness course looks at the evolution of the Fitness Industry including equipment, training techniques, nutrition and the emergence of online tools and social media. Students will develop their knowledge of new trends, the ability to question and critically analyse health information particularly online and be able to develop fitness goals and programs that are suited to their needs. They will also have the opportunity to be creative and innovative through design.

Practical activities will include participating in a variety of exercises and programs to further gain an understanding of the benefits and reasons for their popularity.

## Topics include:

- ✦ Equipment development
- ✦ Calisthenics
- ✦ The emergence of Cross Fit
- ✦ The nutrition boom
- ✦ The impact of social media

## Course requirements:

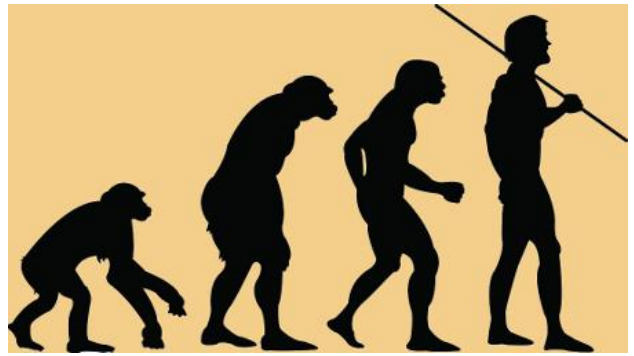
PE uniform for practical lessons, also a fee to cover the cost of attending local gyms

## Possible career paths:

Personal trainer, Exercise science, Nutritionist, Marketing



# Food through the Ages



## Success Criteria (What skills and aptitudes do you need to have for success in this course)

- ✦ Recognise food and its role in history
- ✦ Ability to research and document whilst developing ICT skills
- ✦ Ability to work as an individual and as part of a group
- ✦ Enjoy working and developing your skills in kitchen

This course is designed to expand the students of the development of food and food processes over time. Equipping students with the necessary knowledge and skills to research foods from throughout history.

Research and practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to production of food.

## What is this subject about?

The Food through the Ages course will impact students' knowledge and understanding of the development of food and its impact on society throughout the ages. Students will develop knowledge and skills relating to the research and production of food and its impact on society throughout the passage of time. The story of food from the beginning of time, Carnivores through to Food revolutionaries and Sugar Rushes. Students will also cultivate their knowledge of equipment specific to the making of a final food product and design a menu item as part of the major project.

As part of this course students will learn to:

- ✦ research and produce a major project demonstrating learned knowledge
- ✦ perform basic recipes from the past to modern day
- ✦ learn about the development of food products throughout time
- ✦ understand the relationship of food to society and culture
- ✦ students will use specific preparation methods used from the past
- ✦ conduct practicals in a safe and hygienic manner

# Grow it Green

Gardening and Horticulture



## Success Criteria (What skills and aptitudes do you need to have for success in this course)

- ✦ Ability to plan and organise work
- ✦ Ability to work independently
- ✦ Enjoy working with your hands

This course is designed to equip students with the necessary knowledge and skills plan, establish and maintain gardens and green spaces.

## What is this subject about?

This course aims to develop in students an ability to plan out green spaces and gardens, work through the development and establishment of gardens and undertake regular garden maintenance processes. They will learn about different types of plants for gardens, how to prepare ground for planting and how to plant, cultivate and maintain gardens. Students will also gain knowledge about, and skills in, the use of a range of hand and power tools used for establishment and maintenance of green spaces.

## As part of this course students will learn to:

- ✦ Select and plan spaces for gardens and green spaces
- ✦ Prepare ground for planting
- ✦ Select appropriate plants for climatic conditions and soil types
- ✦ Establish and maintain garden spaces
- ✦ Maintain and perform basic repairs to gardening and landscaping equipment
- ✦ Calculate quantities and costs related to garden development
- ✦ Work in a safe manner

# Lights, Camera, Action!



**NOTE: THIS SUBJECT IS ONLY OFFERED IN YEAR 9**

## **Success Criteria (What skills and aptitudes do you need to have for success in this course)**

- ✦ Ability to plan and organise work
- ✦ Ability to work independently
- ✦ Enjoy working with computer programs
- ✦ Creative flair

This course is designed to equip students with the necessary knowledge and skills to create, modify and publish film and special effects sequences.

## **What is this subject about?**

This course aims to develop in students an ability to plan and manage a short film sequence. They will learn how to use a range of filming equipment to capture a range of static and dynamic shots. As well as utilising computer software to edit, sequence and overlay special effects. Students will also get to experience the magic of Hollywood by using green screen technology to transport themselves anywhere they want.

## **As part of this course students will learn to:**

- ✦ Plan a script, shot list and storyboard
- ✦ Use a camera, tripod and microphone
- ✦ Implement camera angles and movement for effect
- ✦ Utilise a camera dolly, green screen and jib arm
- ✦ Create titles and credits
- ✦ Capturing audio and integration into film sequence
- ✦ Generation of special effects

# Man About the House



## Success Criteria (What skills and aptitudes do you need to have for success in this course)

- ✦ Ability to plan and organise work
- ✦ Ability to work independently
- ✦ Enjoy working with your hands

This course is designed to equip students with the necessary knowledge and skills to perform a range of maintenance and home improvement tasks from everyday repairs through to minor modifications.

## What is this subject about?

This course aims to develop in students an ability to identify, isolate and perform minor household repairs and maintenance. They will learn how to use a range of readily available hand and power tools to complete practical tasks related to home maintenance and repairs. As well as developing skills in the use of hand and power tools students will become familiar with a range of materials, fixtures and fittings used in domestic housing construction.

## As part of this course students will learn to:

- ✦ perform basic plumbing repairs
- ✦ carry out repairs to gyprock, masonry and tiled walls
- ✦ install a range of hardware fittings and fixtures
- ✦ prepare surfaces and apply a range of interior and exterior finishes
- ✦ undertake basic concreting and paving processes
- ✦ calculate quantities and costs related to home maintenance and repairs
- ✦ conduct repairs and maintenance in a safe manner

# Music Production



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✪ Organisational abilities to plan, organize, setup events
- ✪ Ability to think creatively
- ✪ Ability to work collaboratively as part of a team
- ✪ Able to use a hands on approach to learning

## What this subject is about (content)

The Music production course takes an in-depth look in to the exciting world of music production. The aim of the course is to develop students' knowledge and skills relating to music production in both a live and studio setting. Throughout the course students will have the opportunity to work with industry standard equipment and technology in order to develop the skills required for further study or future employment within the music industry. Students will develop the fundamental skills and knowledge required to record, mix and master music in a studio setting and also develop the skills required to successfully mix and add post production to live music performances.

## What you will learn in this subject (skills, knowledge, understanding)

Music production is a multifaceted skill. As such, students will learn and develop the skills required to take a production project from its early stages of setting up and recording right through to post production and mastering. The Music production course has a strong focus on implementing technology in the creative process and students will develop an understanding of how to apply both technology and themselves creatively to a number of competency based assessments.

Throughout the course there will be a strong emphasis on group work and collaboration in the different creative processes required to successfully complete varying in-class projects. Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to music production. The skills developed throughout the Music production course are fundamental to the music industry. The Music Production course will give you the platform you need to create, compose, remix and master a wide range of sound sources culminating in 'radio ready' music.

## Some of the main topics in this subject are

- ✪ Music production (recording, mixing and mastering)
- ✪ Remixing and arranging
- ✪ Music and Technology
- ✪ Sound Design
- ✪ Music for Radio, Television, Multimedia and Film
- ✪ Basic music theory
- ✪ Fundamentals of beat making

## Possible Career Paths:

Recording engineer, Live sound engineer, Executive producer, Film music producer, A&R, Multimedia broadcast, Television.

# Pen to paper



## Success criteria (what skills and aptitudes do you need have for success in this course)

- ✪ Organisational abilities to plan, organize and produce publications
- ✪ Ability to think creatively
- ✪ Ability to work collaboratively as part of a team
- ✪ Ability to participate actively in learning
- ✪ Ability to apply textual knowledge to specific written forms

## What this subject is about (content)

The From Pen to Page course develops students' knowledge and understanding of a wide range of textual forms and publication of texts. Students will develop knowledge and skills relating to the planning and organising of different texts that cover various issues and functions throughout the school calendar. Students will also develop knowledge of various textual forms and understand how to create a wide range of texts in an engaging and appropriate manner.

## What you will learn in this subject (skills, knowledge, understanding)

Pen to Page involves students in the planning and running of publications using a range of writing processes, which are vital to create any form of written published work. You will learn about some of the roles needed to run a publishing team, skills to effectively write engaging and sophisticated pieces of work and how to organise time effectively to ensure that publications go to print on time.

There will a strong element of group work and collaboration in working to carry out these publications, which will be displayed on school forums.

## Some of the main topics in this subject are

- ✪ Creative Writing: the power to create
- ✪ Power of the spoken word
- ✪ Visual Texts: The impacts of images
- ✪ Persuasive Texts

## Particular Course Requirements

This course will require the use of BYOD for all lessons.

# Popular Culture



## Subject Overview

Popular Culture is an ever growing avenue of entertainment and interest. As such, it is highly relevant and influential in modern society. In this subject, students will engage with a variety of popular culture mediums and forms, such as video games, anime, music and novels. In doing so they will learn about their history, development and what classifies them as effective forms of popular culture.

### Subject Outcomes/Skills. By the end of the course, students should be able to:

- ★ Engage with, identify, view, listen and reflect upon a range of popular culture mediums and multimodal texts
- ★ Effectively and ethically communicate their understanding through a variety of forms, including: written, verbal, digital online or computer communication media.
- ★ Use technology to create, design and convey an understanding of popular culture
- ★ Edit video and audio effectively
- ★ Think critically, highlighting issues of change, cause and effect
- ★ Understand the past and its impact on the present and developing the future

By engaging with such concepts and mediums, students will develop skills in video and sound/audio editing, creativity, comprehension and analysis. Students will be given the opportunity to reflect upon these mediums in order to address short and long term positive/negative impacts on society. It is the hope that, by developing such skills, students will gain a higher level of social awareness, social responsibility and a deeper appreciation for the media, technology and entertainment they take for granted.

### Some of the main topics in this subject are:

- ★ History of Popular Culture
- ★ Film Study and film appreciation
- ★ Books/Novels/Comics/Manga/Graphic Novels
- ★ Video Games
- ★ Anime/TV
- ★ Music

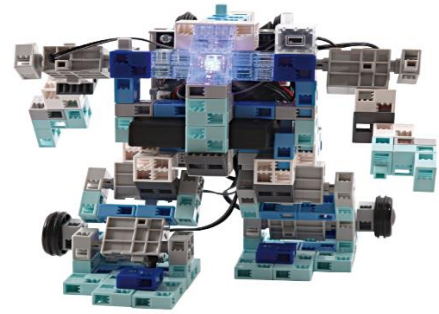
### Particular Course Requirements

Students will need to engage with a variety of popular culture mediums outside of the school context. They may also require video/audio recording software (there are many free versions available).

### Possibilities for the Future:

The skills developed in this course will assist in careers associated with media, social media and video/audio editing, such as journalism. The course also helps prepare students for the effective use of technology and social media in an ever changing society.

# Robotics



## Success Criteria (What skills and aptitudes do you need to have for success in this course)

- ✦ Ability to problem solve through planning, research, manufacture and evaluation
- ✦ Ability to work independently and as part of a team
- ✦ Enjoy working with computer programs and constructing models
- ✦ Creative and critical thinking

This course is designed to equip students with the necessary knowledge and skills to create robotic design solutions through the use of hardware and programming.

## What is this subject about?

This course aims to develop in students an ability to plan and manage a design project to solve a real world problem of their choosing. They will learn how to use a block-based programming language to sequence events, as well as responding to sensory inputs. Students will also create the physical robots to turn their design solutions and programming into reality.

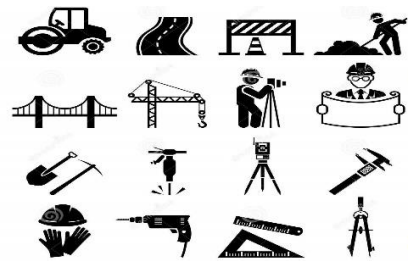
## As part of this course students will learn to:

- ✦ Utilise a block-based coding language.
- ✦ Develop project management techniques.
- ✦ Create design solutions to real world problems.
- ✦ Construct robots to complete a variety of operations.



# S.T.E.M.

(Science, Technology, Engineering, Maths)



## Success Criteria (What skills and aptitudes do you need to have for success in this course)

- ✦ Ability to plan and organise work
- ✦ Ability to work independently
- ✦ Mathematical and Scientific ability

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The STEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mechanics. (STEM Syllabus)

## What is this subject about?

The aim of the STEM course is to allow students to make the important connections between scientific knowledge, technology, engineering and mathematics in the investigation and solving of realistic and challenging problems.

Students will learn to use a range of tools, techniques and processes, including relevant technologies, in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and goals.

As part of this course students will learn to:

- ✦ develop ideas and explore solutions to engineering based problems
- ✦ plan and manage projects
- ✦ use a range of tools, machines and technologies in the development of practical projects
- ✦ work individually and in teams to solve problems
- ✦ a range of communication techniques in the presentation of research and design solutions

# Visual Design



## Overview:

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

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space-time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks. Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – 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 visual design artworks using a range of materials and techniques in print, object and space-time forms, including ICT, to build a folio of work 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 Visual Design journal. They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

## Possible Career Paths:

Do you dream of becoming a designer of some kind – web designer, illustrator, video game animator, interior designer, landscape designer, set and film designer, art director, graphic designer, art therapist, fashion illustrator or designer, fabric designer, animator, promotional designer, record designer, cartoonist, product or toy designer, furniture designer, book designer or costume designer?