

SHINE WITH CHRIST'S GLORY



ST BEDE'S
CATHOLIC COLLEGE

ELECTIVE SUBJECT HANDBOOK (Stage 5)

ST BEDE'S CATHOLIC COLLEGE, CHISHOLM



2020-2021

ST BEDE'S CATHOLIC COLLEGE | 24A HERITAGE DRIVE, CHISHOLM



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INTRODUCTION

St Bede's Catholic College provides the opportunity for students to attempt TWO elective subjects to complement the mandatory core subjects for the Stage 5 component of their secondary education. Please read this carefully as only exceptional circumstances in writing to the Assistant Principal will be considered if you wish to change your mind on elective choices once they are confirmed.

Core (mandatory) Subjects

- *Religious Studies*
- *English*
- *History*
- *Geography*
- *Mathematics*
- *Personal Development, Health and Physical Education*
- *Science*

Elective Subjects

- *Commerce*
- *Drama*
- *Food Technology*
- *Industrial Technology – Timber*
- *iSTEM*
- *Music*
- *Physical Activity & Sport Studies*
- *Visual Arts*

Each elective offered is a 200-hour course over two years (i.e. both Year 9 and 10). Students are not able to change electives mid-course as they will not meet the requirement hours and the course would thereby not qualify as completed for the Record of School Achievement (RoSA).

Students must follow and complete a set pattern of courses determined by the NSW Education Standards Authority (NESA). Students are also required to apply themselves to set tasks and experiences. The College provides the set tasks and experiences.

Completion requires a satisfactory record of application (effort) to the set tasks and experiences provided by the school in each of the subjects studied and attendance as deemed satisfactory by the Principal.

There will be no specific elective levies. A set resource fee will be charged to all parents for tuition expenses at the beginning of the academic year. There may be other additional costs associated with specific electives to cover upcoming excursions or camps.

Mr Brett Donohoe

Assistant Principal





RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Since 2012 NESA has replaced the School Certificate with a RoSA. The RoSA is the new credential provided for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

The RoSA is a **cumulative credential** in that it contains a student's record of achievement up until the date they leave school.

The College is responsible for determining the grades awarded for each course contributing to the credential of a RoSA. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses.

It is of specific use to students leaving school prior to the HSC.

Grades A – E are recorded for each course. In Mathematics, the grades are further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3 and E2.

If students do not complete a course's requirements, they will receive an 'N' determination. Each course requires a satisfactory record of application (effort) and a satisfactory level of attendance. Students will be warned via letter by the school if it looks like they might receive an 'N' determination to give the student time to rectify the problem. Students who receive an 'N' determination in a mandatory course will not be eligible for a RoSA.



GENERAL PERFORMANCE DESCRIPTORS

The NSW Education Standards Authority (NESA) has developed a set of General Performance Descriptors that describe five levels of achievement, A – E for all core and elective subjects. The table below gives a general indication of how these levels help to assess student performance.

GENERAL PERFORMANCE DESCRIPTORS	
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

For each subject, a set of specific Course Descriptors has been developed based on the General Descriptors. Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. The information will assist the school in making the final judgement of the grade to award students at the end of Year 10.



SELECTING ELECTIVES

PROCESS FOR SELECTIONS



When:

Week 10 Term 2

Fri 3 July 9am-11am

What:

Student Information session

Students need to have read the information booklet thoroughly before this session.

Mr Donohoe and Teachers of electives present information on Stage 5 requirements, details on the electives in smaller group rotating stations.

Why:

To provide all students with clarity on Stage 5 requirements and answer any questions they may have so they can make an informed decision.

When:

Week 1 Term 3

Mon 20 July

What:

Online selections open

Email sent to students with specific login details and password to access online survey requesting students' elective preferences.

Why:

A Computer-generated algorithm determines elective choices after the closing date on Friday 31 July of the online selections.

When:

Day 5, Week 2 Term 2

Fri 31 July

What:

Online selections close

Electives subjects confirmed.

Communication will be sent home via Compass confirming electives. Students will be presented a letter which must be signed by parents and carers to confirm student choices. Once selections close only exceptional circumstances in writing to the Assistant Principal will be considered in cases where they request a change in course. The principal reserves the right to decline this request.

Why:

The College will begin the process of recruiting specialist teachers and consider learning spaces required.

SELECTION GUIDELINES FOR STUDENTS

When selecting courses, students and parents should consider the following.

THE INTERESTS AND ABILITY OF THE STUDENT

Not every student is suited to every course. Some students may have found that they are keen to choose a particular course because they have special talents e.g. manual skills or musical skills. Students should choose the courses that they are most interested in.

CAREER CHOICE

It is unlikely at this stage that students will be clear in their career choices or indeed that they know their true potential. Some courses may be more suited to a possible future career than others. However, no course studied up to Year 10 will prevent students from proceeding to senior studies.

RANGE OF COURSES

When selecting courses, it is good to keep in mind the range of experiences which different courses give. One should be mindful of the student's interest and ability when making decisions about subject choices.

FURTHER ADVICE IN SELECTING COURSES

- There is no guarantee that those teachers teaching the course this year will be teaching the same course next year.
- Do not select on the basis of current friends. Many friendships do not continue indefinitely.
- Parents – please do not base your advice on what the subject was like when you were at school.
- All courses are operating from current NESA Syllabuses.
- All subjects require effort and concentration – there are no soft options.
- Take time to ask teachers, co-ordinators and the careers adviser for assistance. They are only too willing to help students and parents.
- Students ideally should study the subjects they enjoy, or are good at, rather than those which they feel would benefit their future career.



MANDATORY SUBJECTS

RELIGIOUS STUDIES

<p>Aims</p>	<p>The Stage 5 Catholic Studies course aims to assist students to develop high levels of Catholic Religious Literacy through:</p> <ol style="list-style-type: none"> 1. finding meaning and excitement in learning about the story, experiences and teachings of the Catholic Christian tradition 2. enabling students to be more articulate and thoughtful about the Catholic Christian tradition and its place within the religious and cultural diversity of Australian society 3. encouraging informed participation of students in the Catholic Church community 4. enabling students to know, understand and integrate Gospel values such as compassion, forgiveness, hope and justice in daily life. 	
<p>Content</p>	<p>Year 9</p> <ol style="list-style-type: none"> 1. Understanding the Bible 2. A World of Religions 3. Building Community 4. The Christian Message of Hope 5. The Reformation 	<p>Year 10</p> <ol style="list-style-type: none"> 1. Creating a Just World 2. The Story of the Australian Catholic Church 3. Understanding Catholic Morality 4. The Study of the Gospels 5. Ministry and Commitment





ENGLISH

Aims

The central focus of the Stage 5 English course is to enable students to understand and use language effectively and make meaning in ways that are imaginative, creative, interpretive, critical and powerful. The course will also foster each student's literacy skills.

Content

In Stage 5 English, students will respond to and compose a variety of texts including prose, poetry, non-fiction, drama including Shakespeare, film and multi-modal texts. They will respond to texts from different cultures that offer a range of perspectives. The texts studied by the students become increasingly demanding throughout Stage 5

Students will read, write, speak, listen, view and represent within each of the units. They will use varying technologies to compose texts of their own. Through the study of language and literature they will develop their personal style in imaginative, critical, analytical compositions and continue to develop their skills in planning, researching, drafting, conferencing, editing and publishing.





GEOGRAPHY (MANDATORY)

<p>Aims</p>	<p>Stage 5 Geography (mandatory) aims to stimulate students' interest in and engagement with the world. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.</p> <p>The study of Geography:</p> <ul style="list-style-type: none"> • provides a unique opportunity for an integrated study of spatial and ecological dimensions of the world. • requires an understanding of the significance of inter-relationships on different scales, including local, regional, national, continental and global. • takes account of changes over time and space. • provides a focus on civics and citizenship education and the development of general capabilities.
<p>Content</p>	<p>Students study both physical and human elements of Geography. They examine the physical characteristics and productivity of biomes with a focus on sustainable food production. They develop an understanding of the challenges facing environmental sustainability. Students also examine population movements on a national and international scale. They investigate global differences that exist in human wellbeing and development within and between countries.</p> <p>The organisation of content in the Stage 5 Geography Course focuses on People, Places, Environments and the future. The content includes:</p> <ul style="list-style-type: none"> • Sustainable Biomes • Changing Places • Environmental Change and Management • Human Wellbeing



HISTORY (MANDATORY)

Aims	In Stage 5 History (mandatory) students learn to describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They learn to sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.
Content	<p>The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).</p> <p>The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.</p> <p>Students study six depth studies broken into two sections.</p> <p>Making of the Modern World</p> <ol style="list-style-type: none">1. Making a better world?2. Australia and Asia3. Australia at War (World Wars I and II) <p>The Modern World and Australia</p> <ol style="list-style-type: none">1. Rights and Freedoms2. The Globalising World3. A school developed topic



MATHEMATICS

Aims	Stage 5 Mathematics (NSW Syllabus for the Australian Curriculum) provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills.
Content	<p>The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three substages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:</p> <ul style="list-style-type: none">➤ Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9. This pathway is not sufficient for students who wish to complete the Standard Mathematics course in Stage 6.➤ Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8. This course is a minimum requirement to undertake the Standard Mathematics Course and not sufficient to complete the Advanced Mathematics Course in Stage 6.➤ Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8. The pathway incorporates all the content of Stage 5.1 and 5.2 but extends students into areas requiring advanced reasoning skills and the ability to apply mathematics to sophisticated problems.



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (MANDATORY)

<p>Aims</p>	<p>Personal Development, Health and Physical Education (PDHPE) offers students the opportunity to explore issues relevant to their personal wellbeing. These issues are core to their personal development. Students will be required to apply critical thinking skills by evaluating, planning, investigating and reflecting on topics such as relationships, identity, changes, safety, wellbeing and health. These skills enable students to contribute effectively to society and develop values and principles which will guide them throughout their lives.</p> <p>They will use movement to identify and satisfy personal needs and interests. Students will be given the opportunity to work both independently and collaboratively to design and apply solutions to a variety of different movement challenges and situations. They will be required to demonstrate leadership, fair play and cooperation across a range of movement contexts. And also adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.</p>				
<p>Content</p>	<p>The content will be based around three strands - Health, Wellbeing and Relationships, Movement Skill and Performance and Healthy Safe and Active Lifestyles.</p> <table border="1" data-bbox="587 1021 1193 1243"> <thead> <tr> <th data-bbox="587 1021 895 1059">Year 9</th> <th data-bbox="895 1021 1193 1059">Year 10</th> </tr> </thead> <tbody> <tr> <td data-bbox="587 1059 895 1243"> Healthy Choices Mentally Me Challenges Move </td> <td data-bbox="895 1059 1193 1243"> Eat Well Live Well Relationships Road Safety Diversity The Future </td> </tr> </tbody> </table>	Year 9	Year 10	Healthy Choices Mentally Me Challenges Move	Eat Well Live Well Relationships Road Safety Diversity The Future
Year 9	Year 10				
Healthy Choices Mentally Me Challenges Move	Eat Well Live Well Relationships Road Safety Diversity The Future				



SCIENCE

Aims

Stage 5 Science develops students' scientific knowledge and understanding, skills, values and attitudes within a broad area of Science that encompass the traditional disciplines of Biology, Chemistry, Physics and the Earth Sciences.

The course focuses on the acquisition of scientific knowledge and skills, application of knowledge to everyday life and appreciation of Science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing Science, the role of Science in developing technology, the ongoing contribution of scientists and the implications of their research. Students will be encouraged to develop skills in selecting and using resources and systems to solve problems.

The Stage 5 Science course follows a practical approach to the study of Science. Students will continue to develop safe laboratory practices as they carry out first-hand investigations. Students will be introduced to current research in Science and develop an understanding of how Science impacts upon their daily lives.

Content

Year 9 & 10

- Living world
- Chemical world
- Physical world
- Earth and Space



ELECTIVE SUBJECTS

COMMERCE

Aims

The aim of Commerce is to enable young people to develop knowledge, understanding, skills and values that help to form the framework for making sound decisions about consumer, financial, legal, political, business and employment issues. Through the study of Commerce, 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. Student learning in Commerce will promote critical thinking and the opportunity to participate in the community.

Commerce is an exciting course that introduces a number of life skills for students as well as providing a sound base for a range of Stage 6 courses. Students will apply their knowledge of consumer, financial, legal, political, business and employment knowledge in practical ways including opportunities to practice investing and running their own businesses.

Content

The content for the course across the two years will include the following core topic areas:

- Consumer Choice
- Personal Finance
- Law and Society
- Employment Issues

In these topics students learn about their rights as consumers and making responsible spending and borrowing decisions. They will also develop an understanding of their legal rights, how laws affect them as individuals and how laws regulate society. Commercial and legal aspects relating to employment issues and the rights and responsibilities of individuals at work are investigated as well.

In addition, a number of topic **options** will be selected from the following: E-commerce, Towards Independence, Political Involvement, Travel, Law in Action, Community Participation, Investing, Promoting and Selling, Global Links, Our Economy, and Running a business.





DRAMA

Aims

This is a practical subject like no other and it allows students to be creative, energetic, collaborative, daring and intellectual - all at the same time! Drama provides students with invaluable life skills: working cooperatively with others, public speaking, listening, planning and evaluating. Drama enhances a student's confidence and self-esteem.

In Stage 5, students will explore many different kinds of theatrical experiences: they will make, create and present Drama in oral, practical and written forms, they will learn how to use the body and the voice, they will develop their expression and imagination, and learn how to work with others, they will visit the theatre and learn about Drama in different historical, cultural and social contexts.

Students will, from time to time, be given the opportunity to perform publicly as part of the College's showcases and assemblies.

Content

In Year 9 and 10 students engage in an integrated study of:

- The elements of drama;
- The practices of making, performing and appreciating drama; and
- A range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

Dramatic forms and performance styles we may study in Stage 5 Drama include:

- Improvisation and Theatre Sports
- Playbuilding
- Contemporary Theatre
- Shakespeare in Performance
- Theatre of the Absurd
- Puppetry
- Scripted Drama
- Commedia dell'arte

There will be compulsory excursions in both Years 9 and 10. As part of the Stage 5 Drama Course, students are expected to attend live theatrical productions. Students may also attend both professional and amateur theatrical productions and workshops both during and outside of school hours. These experiences are invaluable and are always highly enjoyable.





FOOD TECHNOLOGY

Aims	<p>The Food Technology course has been designed to ensure an understanding of the processing, preparation, marketing and consumption of nutritious food. It involves students investigating food through practical “hands on” applications and processes such as designing, researching, making, communicating and managing.</p> <p>The course provides not only a broad knowledge of food technology, but also a set of skills that have applications to food that are transferable to other areas of life.</p> <p>The course will:</p> <ul style="list-style-type: none">➤ Provide students with a sense of achievement through the production of a wide range of activities involved in food preparation.➤ Raise student self-esteem and confidence in food preparation.➤ Provide a sound background of nutrition so as to enhance the understanding of relationships between food technology, nutritional status and quality of life.➤ Provide an opportunity for students to design meals/menus in response to specific food needs
Content	<p>Units of work will be developed to include the following areas of study:</p> <p>Year 9</p> <ul style="list-style-type: none">➤ Introduction to Food Technology – safety and hygiene➤ The life in food➤ You are what you eat <p>Year 10</p> <p>The focus for year 10 is food service and catering emphasising hospitality establishments, catering and the development of practical skills.</p> <p>It is envisaged that the course would have a significant practical component. Students will be given a wide range of experiences with food in personal, commercial, industrial applications.</p>





INDUSTRIAL TECHNOLOGY - TIMBER

Aims	<p>Industrial Technology – Timber aims to develop safe working attitudes and practices in the Workshop. It provides the opportunity for students to gain an understanding of and skills in the timber and related industries. The specialist module that Students complete at St Bede's is Cabinetwork, which involves students learning joinery skills using a range of tools, machines and techniques to produce high quality projects.</p> <p>Individual modules focus on Workplace Health and Safety, Tools, Skills, Design, Links to Industry, Workplace Communication and Societal and Environment impact.</p>
Content	<p>This course covers the Stage 5 Industrial Technology Timber syllabus. The syllabus consists of two core modules studied in Year 9. In Year 10 students complete 2 specialised units – Cabinet work 3 & 4.</p> <p>The course extends the students skills and knowledge in working with timber, joint construction, project assembly, design, the timber industry and related technologies.</p> <p>Special Requirements: Students are required to have safety glasses, shoes with solid uppers, and a blue apron.</p>





iSTEM (INTEGRATING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

<p>Aims</p>	<p>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 iSTEM program utilises these knowledge sources in application to Skills, Technology, Engineering and Mechanics.</p> <p>This course is aimed at those students who enjoy problem solving, creating, investigating and pursuing their own ideas and are perhaps considering a career in the Technological, Scientific or Engineering fields.</p> <p>A major aim of the course is to stimulate interest in the STEM fields in the hope that the student continues to pursue subjects in the area in senior and, hopefully, tertiary study.</p>
<p>Content</p>	<p>There are no prerequisites for the study of iSTEM besides having interest and ability in Science and Mathematics. The students will be introduced to many concepts in the initial modules which they will then continue to develop and utilise over the course in order to complete inquiry-based projects.</p> <p>Overall the students will complete a total of 6 modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, 3D CAD/CAM, Motion, Mechatronics and the Major Research Project.</p> <p>To satisfy the requirements of the course students must undertake a range of inquiry-based learning activities which occupy the majority of course time. Thus, within the course structure there are many points at which students raise questions and explore ideas.</p>





MUSIC

<p>Aims</p>	<p>The aim of the Stage 5 Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening. Students should envisage that their skills in all these areas will develop gradually over the 200-hour course.</p>
<p>Content</p>	<p><i>"The evidence of neuroscience overwhelmingly demonstrates that children studying music have a considerable educational advantage over those who don't. Because of the essentially aural nature of music, together with the requirements of intense listening and concentration, the child's brain responds powerfully to music education, enhancing all other learning."</i> Richard Gill OAM, The Sydney Morning Herald</p> <p>Students will learn about and experience Music through three components.</p> <p>1. Performance This is the main component in the Stage 5 course - encouraging students to perform as a soloist and in an ensemble situation. Students are free to make decisions on performing a range of repertoire, reflecting their technical level and interest in musical genre.</p> <p>2. Aural / Musicology</p> <p>Aural (listening) and Musicology (the study of music) isn't just about writing crotchets and quavers or when a composer lived or died. Aural / Musicology is about the appreciation, experience and analysis of all musical genres further developing and deepening a students' understanding of Musical Concepts.</p> <p>3. Composition</p> <p>Composition looks at incorporating skills in performance and technology. Students can investigate and experiment with instrumental sounds – conventional and non-conventional. This may be done through various compositional techniques that will be studied and experienced. Students will also utilise recording and editing devices available, accompanied by specialist musical software such as Garage Band, (and all hardware to accompany this app eg iRig) Musescore Adobe Cloud and Soundtrap.</p>

PHYSICAL ACTIVITY AND SPORT STUDIES



Aims	Physical Activity and Sport Studies (PASS) is an extension of the Personal Development, Health and Physical Education Curriculum. It is both theoretical and practical, providing opportunities for students to acquire knowledge, skills and positive attitudes about health and wellbeing, fitness, sporting performances and active lifestyle. The course provides an excellent grounding for Stage 6 PDHPE studies.		
Content	The content is organised into three modules, in which approximately 10 selected topics will be covered:		
	<p style="text-align: center;">FOUNDATIONS OF PHYSICAL ACTIVITY</p>	<p style="text-align: center;">PHYSICAL ACTIVITY AND SPORT IN SOCIETY</p>	<p style="text-align: center;">ENHANCING PARTICIPATION IN PERFORMANCE</p>
	<ul style="list-style-type: none"> • Body systems and energy for physical activity (anatomy and physiology) • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management.

VISUAL ARTS

<p>Aims</p>	<p>Students will be encouraged to investigate the immediate environment, the world and their own imagination as a source of ideas for art making.</p> <p>The aim of Visual Arts is to enable students to both develop skills in a range of practical techniques and develop research analysis and writing skills.</p> <p>The course provides an excellent grounding for Stage 6 Visual Arts.</p>
<p>Content</p>	<p>Students learn techniques and enjoyment of making different kinds of artworks using a variety of forms:</p> <ul style="list-style-type: none"> • Drawing: pencil, charcoal, ink, pastel • Painting: water colour, acrylic • Ceramics: sculpture, functional forms, hand-building • Sculpture: carved sandstone, wire armature, found object • Printmaking: lino, etching, photographic silkscreen • Computer Graphics: Photoshop, Illustrator, InDesign • Installation: street art, environment art, temporary, site specific • Film Making: time-lapse, stop-motion animation <p>They learn to represent their practical ideas and critical analysis with reference to the four frames; subjective, cultural, postmodern and structural. Students learn about how art history is shaped by different beliefs, values and meanings by exploring artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.</p> <p>They learn to record their artistic experimentation, procedures and activities about their making practice in their Visual Art Process Diary.</p> <p>Exhibitions</p> <ul style="list-style-type: none"> • Students works will be displayed at school and Art competitions