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## Stage 5

From the Principal...

I would like to take this opportunity to welcome students to Stage 5 at Crestwood High School. Years 9 and 10 give you, the students, the opportunity to explore subjects that interest you. You will have additional freedoms to select subjects as opposed to Stage 4, where learning and curriculum is more regulated.

Read through this book carefully, noting the requirements associated with each subject offered. There will be some that for personal reasons you will be able to eliminate quickly. Those subjects that remain need your careful consideration. You might need to talk to your parents, you might talk to your teachers or you might just think that it is an interesting subject that you would like to explore. Whatever subjects you select, you can be assured you will not be at a disadvantage as you move into Stage 6 (Years 11 & 12). No elective subject is required to be studied before you select subjects for Stage 6.

I believe for you to enjoy Stage 5 you will need to choose subjects where these three criteria operate:

- Choose a subject that you think or know you are good at;
- Choose a subject where you believe the learning will be fun. You do not have to carry the subjects into Stage 6 – although you can in most areas.
- Choose a subject that interests you. Don't choose a subject because your friends have also selected it, their interests could be slightly different to yours.

So please read the book carefully. Select three subjects knowing the third is a reserve selection. Your next two years will be exciting and challenging so enjoy them.

Please note that not all classes are able to be placed into the timetable. Classes must have a minimum size in order to run.

Enjoy your time and your learning.

Stephen Brewer

Principal

# Years 9 & 10

## Overview, Stage 5: Years 9 & 10 Curriculum

Your school has produced this handbook to provide assistance in selecting courses of study for the middle school years of Years 9 and 10, and for gaining the School Certificate. Students will receive more information and advice and have the opportunity to ask questions at school about the specifics of the award of School Certificate in class time. .

Any problems or questions regarding the courses or requirements in the Middle School should be referred to the Middle School Coordinator.

## School Certificate Requirements

The School Certificate is awarded to students on the satisfactory completion of Year 10. Specific rules apply to meet the requirement of "Satisfactory Completion".

These rules affect students at Crestwood High as follows:

1. English, Mathematics, Science, Australian Geography and Australian History must be satisfactorily completed.
2. Students who complete Year 10 must satisfactorily complete an approved combination of two year and one-year length courses.
3. If, for good reason, students wish to change their choice of an elective course, they must do so within the prescribed time. That is, for
  - Two year courses - up to end of term 1 in Year 9
  - One year courses - within five weeks of course commencement
4. In addition, students must have had adequate experience in Creative Arts, Technology & Applied Studies and Languages.
5. Students must have satisfactory records of attendance and application. For the satisfactory completion of a course, it is a student's responsibility to:-
  - complete all assigned work including each assessment task.
  - demonstrate that through effort and achievement that they have met the requirements of a course.
6. The 'N' Determination - Students will receive an 'N' determination in a course if they do not:
  - follow the course developed or endorsed by the Board of Studies; and
  - apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieve some or all of the course outcomes.
7. The Board of Studies publishes a booklet "Guide to the School Certificate; Rules and Procedures for Students" which will be given to students during their Careers lesson in Year 10. This booklet provides a detailed explanation of the grading procedures carried out and is also available for downloading from the Board of Studies website at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au). Dates of the School Certificate examinations are published through the BOS webpage or our calendar.
8. Students are required to sit for the external School Certificate tests in English - Literacy, Science, Mathematics Australian History, Geography, Civics and Citizenship and Computing Skills. These examinations will be held in November during Year 10. Timetables for these examinations are issued during Year 10, but are also available from the Board of Studies or DET web pages.

## Curriculum Organisation 2011

Students at Crestwood High will choose two types of courses:

- Two-year courses
- One-year courses - one to be studied each year.

Religious Instruction and Sport are also on everyone's timetable. Careers lessons are also taught by the Careers Adviser in Year 10.

### Two Year Courses

Students must choose TWO of the following two-year courses

Agriculture

Commerce

Dance

Design & Technology - Comprehensive

Design & Technology – Fashion

Drama

Food Technology

French

Graphics Technology

Industrial Technology –Electronics

Industrial Technology - Multimedia

Industrial Technology – Timber

Industrial Technology –Engineering

Information & Software Technology

Music

Visual Arts

Visual Design

*Brief details of these courses are printed in this handbook.*

### One Year Courses

Our one-year courses provide the following benefits:

- permit students who have special interests or talents to broaden or deepen their studies in specific subject areas.
- permit students to receive additional help in English.
- enable students to study courses in which they have a particular interest and which would not otherwise be available.

Students will study one course in Year 9 and one in Year 10.

## Availability of Courses

When selecting courses students and parents should be aware that it might not be possible for all requests to be met. Whether a course can operate, or whether all students can be catered for by any course, will depend chiefly on the number of students who elect to study that course and available resources. If particular requests cannot be met, then those students will be asked to make fresh selections.

It should be noted that all courses are equally available for boys and girls.

## Subject Fees

Many courses require extensive use of consumable materials. Parents are asked to contribute towards their cost so that students gain greatest benefit from these courses. Course costs are listed at the end of each course description and are correct at the time of publication but may need to be altered at a later date.

Please be aware of these when choosing your courses. Students will be expected to have paid all subject fees before signing out.

## Field Studies

Field studies are integral parts of some courses. Participation in these activities will be vital for full understanding of the particular topics and they should be in no way regarded as optional. Students who undertake these courses should, therefore, be committed to take part in field studies.

## Study and Homework

Study and homework are purposeful learning experiences for each student. They should aim to consolidate, extend and enrich each learning program. They should be habits.

How much specific homework is set is left to the discretion of the individual teacher, guided by Department of Education and Training policy and his/her faculty.

Homework may take a variety of forms:

- completion of class work
- research and assignment work
- keeping lesson books up to date
- preparation in readiness for a particular lesson, e.g. practise musical instruments for a music lesson, learn a script for drama, find and collect certain items for art.
- assigned written work e.g. exercises set to practise skills used in English and Mathematics.

Each student is to record ALL homework given in his/her school homework diary. This allows a check to be made by teachers and parents regarding how much homework has been set for one day. Each student's diary should be available on his/her desk each lesson.

All parents are encouraged to ask their daughters/sons about daily study and homework and to check the homework diaries for daily inclusions. Whether formal homework is set or not students should be encouraged to read and revise the day's lesson notes so they will be better prepared for the next lesson. This forms the basis for worthwhile study habits.

Study and homework are NOT the same, yet both are extremely important to each student's success at high school.

Study should be undertaken DAILY. It should include revision of each lesson of the day. This can include reading, note making and mind mapping.

## **Support Teacher - Learning Difficulties (STL)**

In every secondary school there are some students who need assistance in coping with basic areas of learning. The support teacher is provided to help schools cater for those experiencing difficulties with mathematics, reading (especially comprehension), spelling and writing (e.g. stories, essays).

The support teacher may assist with an across-the-curriculum approach, to enable all staff to help overcome difficulties. Occasionally, students may benefit from instruction in small classes, before or after school, in lunch breaks or in class time.

## **STUDENTS WITH SPECIAL EDUCATION NEEDS – LIFE SKILLS COURSES**

All Years 7 – 10 syllabuses are inclusive of the learning needs of the full range of students.

Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and / or assessment tasks. However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content is a collaborative one that involves parents, caregivers, teachers and support staff.

A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision is made in a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

## **ESL Teacher**

The ESL teacher gives special assistance to students from non-English speaking backgrounds. The ESL program assists students develop their English language skills as well as cope with the special language requirements in each of their subjects. Two ESL trained teachers are currently employed at the school. Students with ESL needs are placed in the English class of this teacher and class sizes are smaller.

## **Towards the Higher School Certificate**

Students who return to school in Year 11 may study courses for a further two years and gain the Higher School Certificate (HSC). Entry to tertiary institutions depends on suitable achievement at this level.

In general, courses for the HSC do not require study of a corresponding course in Year 9 or 10. Exceptions are certain courses in Music and foreign languages. There is provision, however, for students to follow special introductory courses in these subjects for the HSC. Further information regarding the HSC and tertiary studies in foreign languages and/or Music may be obtained from the Senior School Curriculum Handbook.

## **Selection of Courses**

Some of the courses offered as 100 hour or 200 hour are similar. Because of this, the Board of Studies has stated students cannot do those courses. Most conflicts will appear in the subjects of Industrial Technology and Design & Technology. If you are unsure you should talk with the TAS staff, HT Administration or the Careers Adviser.

## A. Compulsory Courses

### Careers

All students in the Middle School will study Careers education. This period in a student's life can be an important one in terms of career decision-making. By this time it is hoped they have the capacity and foresight to develop:

- an understanding of their future lifestyle expectations
- a realistic appraisal of their abilities in areas pertinent to career(s) chosen.
- an understanding of how their individual interests, abilities and lifestyle values combine to help make a final career decision pattern.

In Year 10, it is anticipated that the students will also begin to understand tertiary systems (TAFE Colleges, Universities etc) and begin to see their places in society in relation to career choice. Therefore the following topics are covered:

- Work experience and preparation
- Career choice/career satisfaction/gender issues
- Applying for jobs/resumes/job vacancies
- Decision making/goal setting
- Universities, Colleges and TAFE
- Discrimination in the workforce
- How to cope with a difficult employment market
- HSC preparation and study skills
- Senior High School and subject selection

In addition the Careers Adviser is available to help arrange work experience, careers markets and other allied work-tertiary visits. The Careers Adviser is also available for HSC course selection advice and for individual student interview at appointed times in the Careers Reference Room. Generally, the Careers Adviser should be seen as a resource person who can help students help themselves.

### English

English in Years 9 and 10 is both challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

An extension course is formed in Years 9 and 10. Selection for these classes is based on performance in common tasks, examinations and teacher nominations – 9EN-C and 10EN-C are the extension classes.

In Stage 5 students must study at least two works from each of the following genres: Fiction, Poetry, Film, Non-fiction and Drama. In both Year 9 and Year 10 students must study examples of spoken texts, print texts, visual texts, media and multimedia texts.

Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure. They engage with and explore texts that include the literature of past and contemporary societies. By composing and responding with imagination, feeling, logic and conviction, students develop understanding of themselves, and of human experience and culture. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

Debating and public speaking activities will be further highlighted in Years 9 and 10 with opportunities to represent the school in inter-school debates.

## Assessment

### Years 9

Achievement awards (A-E) are allocated across the whole year group, based on performance in the Assessment Tasks and Examinations, as per schedule below.

Task No	Content Area	Task	Weighting	Outcomes	Date
1	Short Stories	Creative Writing Task	20%	1,4,6	Term 1
2	Shakespeare	Research Assignment	10%	2,6,7,11	Term 2
	Half Yearly Examinations	Written Examination	25%	1,4,5,7,8	Term 2
3	Print Media	Publish Magazine	20%	2,3,4,5,10	Term 3
4	Yearly Examinations	Written Examination	25%	1,5,6,9	Term 4

### Year 10

Achievement awards (A-E) are allocated across the whole year group, based on performance in the Assessment Tasks and Examinations, as per schedule below.

Task No	Content Area	Task	Weighting	BOS Stage 5 Outcomes	Date
1	Visual Literacy	Response to persuasive texts	10%	4.9, 7.11, 9.2	Term 1
2	Poetry	Visual Representation and Poetry	10%	3.1, 11.8	Term 1
3	Half Yearly Exams	Literacy Examination: Comprehension – Multiple Choice, Writing Tasks	20%	1,5	Term 2
4	Speaking	Delivering a speech	10%	2,4,7,9	Term 2
5	Shakespeare	Written Response	10%	5,6,9	Term 2
6	Essay	Essay	10%	1,4	Term 3
7	Creative Writing	Story	10%	1,5,6	Term 3
8	Final Exam	Literacy Examination: Comprehension – Multiple Choice, Writing tasks	20%	1,5	Term 3

## Geography - Australian

Geography is a subject which will equip students with a variety of skills which are keenly sought by employers and will be used regularly in the course of your life. Geography is a subject you can enjoy because it is a “being and doing subject”.

Geography students will learn how to communicate answers to basic geographical questions of what, where, why as well as to work as part of a team. You will gain a framework on which to build an overall view of the world, which will help you understand, cope with, and enjoy our world, as well as being a valuable employee in your chosen occupation.

In your studies in Geography in Years 9 and 10 you will learn about:

- Australia’s physical environment.
- changing Australian communities.
- issues in Australian environments.
- Australia in its Regional and Global context.

Since Geography is not just reading and being told about it, students will take part in a number of field studies and practical work. Besides developing a wide range of skills, students will learn to use maps, aerial photographs, and satellite images as well as learning to apply information and communication technologies to geographical issues.

### Assessment

Semester exam	50%
Class marks	50%

Class marks include research assignments, field work reports and skills tests.

For further details see Ms Wright – H.S.I.E.

## History – Australian

History Mandatory Stage 5 has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- Topic 1: Australia to 1914
- Topic 2: Australia and World War I
- Topic 3: Australia between the Wars
- Topic 4: Australia and World War II
- Topic 5: Australia and the Vietnam War Era
- Topic 6: Changing Rights and Freedoms
- Topic 7: People Power and Politics in the Post-war Period
- Topic 8: Australia’s social and cultural history in the Post-war Period

A site study must be completed in Years 9 and 10. A site study is an inquiry-based examination of a historically or culturally significant location.

Students will develop skills in comprehension, analysis and use of sources, perspectives and interpretations, empathetic understanding, research and communication. Students will also use information and communication technologies. The site study undertaken can be a virtual one.

### Assessment

Semester Exams	50%
Class marks	50%

Class marks include research, making judgements from evidence and empathy tasks.

For further details see Ms Wright – H.S.I.E.

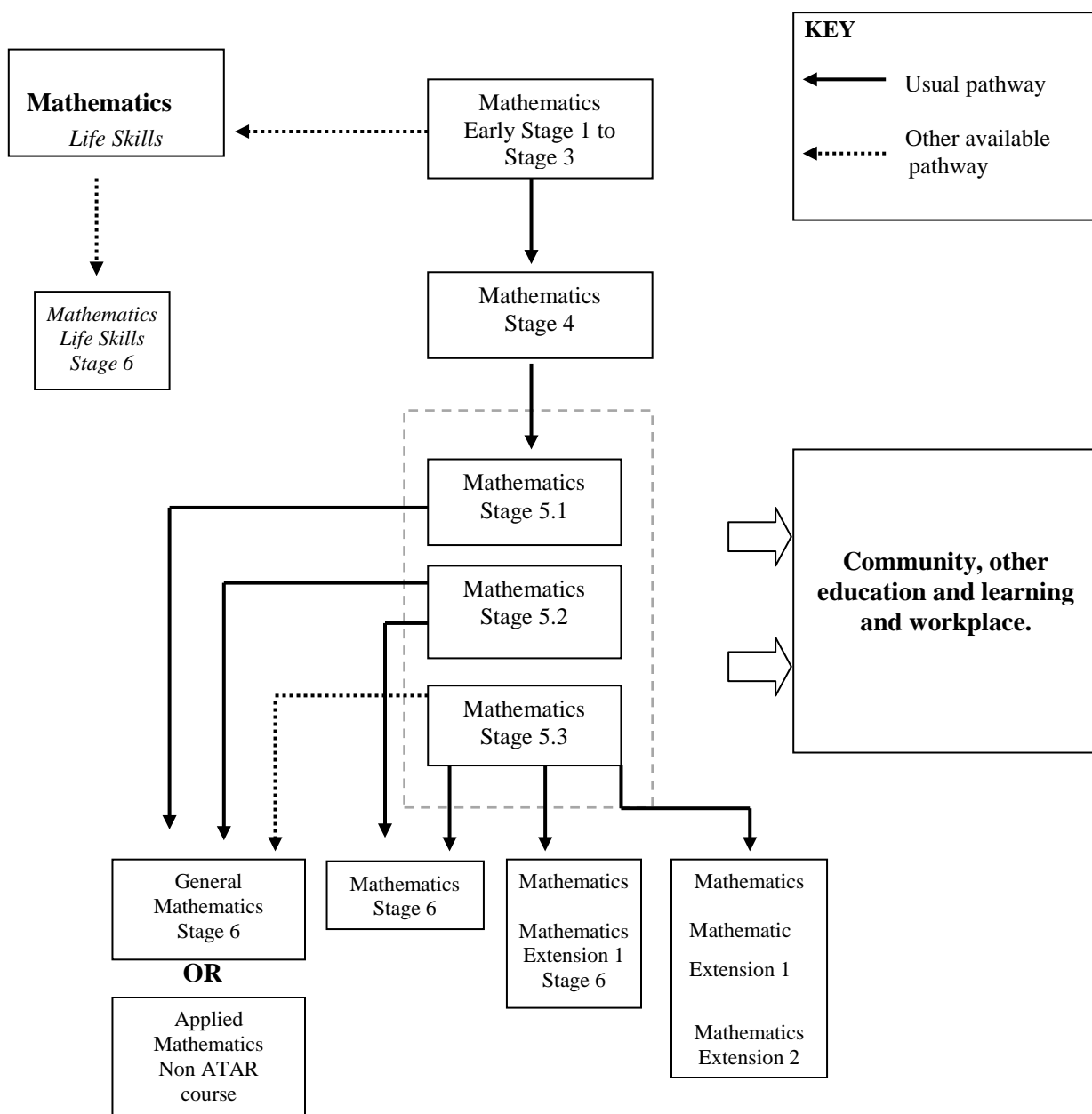
## Mathematics

The aim of Mathematics in K-10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

### Organisation of classes

Students will be placed into classes, primarily on their achievement, at the end of Year 8.

In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5. The diagram shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1



## **Which Pathway?**

Each pathway is planned to meet the appropriate needs, interests and abilities of students. Each mathematics class will follow one of the three pathways and work done by students in classes will differ in the method and depth of treatment.

When planning learning experiences for students in Years 9 and 10, teachers will need to consider pathways that students plan to follow beyond Year 10. For students who intend to study the Stage 6 General Mathematics course, it is recommended that they experience at least some of the 5.2 content, particularly the Patterns and Algebra topics and Trigonometry, if not all of the content. For students who intend to study the Stage 6 Mathematics course, it is recommended that they experience the topics Real Numbers, Algebraic Techniques and Co-ordinate Geometry as well as at least some of Trigonometry and Deductive Geometry from 5.3, if not all of the content. For students who intend to study the Stage 6 Mathematics Extension 1 course, it is recommended that they experience the optional topics Curve Sketching and Polynomials, Functions and Logarithm, and Circle Geometry.

**\*\*NOTE:**

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom the Mathematics Years 7 – 10 Syllabus outcomes and content are not appropriate.

## **Special Requirements**

To achieve the outcomes for Stage 5 all students require a scientific calculator and geometry set. The use of a calculator that incorporates the features and it is important to be aware that graphics calculators (that conform to requirements notified by the Office of the Board of Studies) are permitted in the Office's testing of Mathematics for the School Certificate. The graphic calculator is available for purchase at the front office.

## **Assessment**

The students in each Pathway will be assessed via:

Common tests

Half Yearly exam

Yearly exam

N.B.: Class and project marks may be incorporated in common test mark.

For further details see Mrs Maricic – Head Teacher Mathematics

## **Personal Development, Health & Physical Education (PDHPE)**

PDHPE is a Key Learning Area that requires students to undertake a minimum of 300 hours indicative lesson time over Years 7 to 10.

The course aims to develop the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lifestyles.

Through involvement in regular physical activity students develop physical fitness and acquire the movement skills necessary for participation in recreation and/or sporting activities once they leave school. By developing positive attitudes to personal health and physical activity, positive behaviour should follow.

PDHPE is an integrated course involving teaching and learning from all three areas. Outcomes are achieved through the study of the following content:

- Nutrition
- Drug Education
- Sexuality Education
- Lifestyle Diseases
- Child Protection
- Safe Living
- Interpersonal Relationships
- Body Image
- Decision Making & Problem Solving
- Games and Sport Skills
- Physical Fitness
- Cross Country Running
- Athletics
- Swimming and Lifesaving
- Gymnastics
- Dance

Students will be required to critically analyse current health issues and make informed decisions which may have dramatic effects on their future well being. They will also be required to communicate and cooperate with fellow students through various physical activities and classroom workshops.

### **Assessment**

Students will be assessed by way of research projects, individual and/or group presentations, participation in group activities, observation of skill application, knowledge tests and examinations, skills tests, workbooks and/or worksheets.

School Certificate grades in PDHPE are determined using the Course Performance Descriptors developed by the Board of Studies. To be awarded high grades students must be able to show they have achieved the outcomes of the entire integrated course at a high level.

For further information please contact Ms Martin (PDHPE Head Teacher).

## Science

Everyone knows the Earth is a planet that revolves around the sun. We hear about IVF and GM foods in the news and a visit to the doctor usually leaves us thinking about our body and its functions. Everyday, we use scientific knowledge. Science is more than a collection of facts. It explains our world and is a vital part of the way we understand our environment and the society in which we live.

Today, Science is about communication, problem solving, research skills, using technology and working in teams. These are the skills students need to enter the work place. 50% of the course is practical work where students learn through hands on experience. The use of computers is increasing and students learn about the most recent uses of technology in industry, medicine and business.

All students in Year 10 must complete an Independent Research Project. Each student will choose their own topic, research the subject and carry out experiments to solve a problem. With help from their teachers, students carry out the project over six weeks and it contributes 25% to their overall assessment for the School Certificate.

Science offers our students the knowledge to make informed decisions about themselves and the community. Students must be able to analyse information, solve problems and communicate in the language of an increasingly technological world. School Certificate grades are assigned to students based on their achievements in these areas over a range of assessment tasks.

### Year 9 Assessment

Semester 1	%	Semester 2	%
Common Test	40	Research Assignment	40
Topic tests	20	Term 4 examination	40
Practical exam	40	Topic tests	20
Total	100	Total	100

### Year 10 Assessment

Semester 1	%	Semester 2	%
Half Yearly Examination	40	Trial School Certificate	40
Topic tests	20	Research assignment	40
Independent Research Project	40	Topic Tests	20
Total	100	Total	100

For further information contact Ms McLean, Head Teacher Science.

## B. Two Year Elective Courses

### Agriculture

Agriculture gives students valuable practical experience in commercial horticulture, vegetable production and livestock husbandry. The Farm has over 50 fruit trees, extensive plantings of trellis and vine crops, flower market gardens and space to plant feed for the animals. This provides students with a wide range of activities.

The program of study is planned so that students experience the yearly cycle of the season and how to care for the land to ensure it remains fertile for future crops.

Students who are interested in a career in any commercial aspect of farming: horticulture, plant nurseries, animal breeding or care and Veterinary Science should choose Agriculture in Years 9 and 10. If you enjoy working outside or learning in practically based subjects, Agriculture is also a good choice.

#### Year 9 Assessment

Semester 1	%	Semester 2	%
Test	40	Test	40
Practical work	45	Practical Work	45
Research	15	Research	15
Total	100	Total	100

#### Year 10 Assessment

Semester 1	%	Semester 2	%
Research Assignment	10	Research Assignment	10
Half Yearly Examination	40	Practical Test #1	25
Practical Test # 1	25	Practical Test # 2	25
Practical Test # 2	25	Yearly Examination	40
Total	100	Total	100

**Subject Fees:                   \$35.00**

For assistance or further information please contact Ms McLean, Head Teacher Science.

## Commerce

Commerce is about everyday living and employment skills. As members of our society people are involved in making commercial decisions every day of their lives. We are engaged in various roles as:

- Consumers
- Producers
- Workers
- Managers
- Unionists
- Voters

Commerce students are keenly sought by employers. The skills they acquire are highly valued in business. Students learn effective communication skills and teamwork, essential to employment prospects.

Commerce provides a means by which our students experience a wide range of commercial activities while still at school. They will experience and study life skills before they have to face the real world.

As students gain knowledge, they will develop better understanding of the commercial world. The development of skills and exploration of attitudes and values will help guide students towards competent citizenship in the world of commerce.

Our studies in Commerce include core and optional units.

### Core

1. Consumer choice – comparison-shopping, choosing where to buy, consumer protection, payment choices.
2. Personal Finance – earning and spending an income, borrowing money, investing money, managing finances.
3. Law and Society – the legal framework, areas of law, using the legal system.
4. Employment issues – the workplace, employment relations, taxation and superannuation.

### Options:

Investing, Promotion And Selling, E-Commerce, Global Links, Towards Independence, Political Involvement, Travel , Law In Action, Our Economy, Community Participation, Running A Business, School Developed Option.

Commerce is a life skills subject which will enable students to participate responsibly in our increasingly complex commercial environment. Through classroom activities and field studies our students will have the opportunity to develop skills in each area of commercial life.

A number of field studies will be undertaken for students to study our commercial world in more detail.

Commerce will provide valuable experiences which might otherwise be learned through trial and error, and at great expense and inconvenience.

### Assessment

Semester Exam	50%
Class mark	50%

The class mark includes research assignments, field work reports and stock exchange game.

For further details see Ms Wright – H.S.I.E.

## Dance (200 hrs Elective)

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

The aim of the 2 unit Dance course is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance. It is a comprehensive course that has both theory and practical components.

Over the course of the unit, students will study the following areas:

- The Elements of Movement
- The Dancing Body (anatomy/physiology, posture/alignment)
- Dance technique and terminology
- Safe dance practice
- Elements of Dance (space, time and dynamics)
- Dance analysis
- Relationships
- Composition (elements of construction, processes and choreographic forms)

### Assessment:

Year Nine

Semester One	%	Semester Two	%
Practical work	50	Practical work	50
Class work	25	Class work	25
Exam	25	Research task	25

Year Ten

Semester One	%	Semester Two	%
Practical work	60	Practical work	60
Class work	20	Class work	20
Dance analysis	20	Choreographic piece	20

### Requirements

Practical lessons require students to wear either their PDHPE sports uniform or comfortable and appropriate dance attire. Students can wear dance shoes, but otherwise, soft sole shoes are appropriate. Students will also require a workbook for the theory component.

Cost: \$10

## Design and Technology

*Anything created, invented or built had to be designed first.*

The Design and Technology (Comprehensive) course introduces students to the skills required for the design process across a wide range of areas. These can include: metal, plastics, leather, computing, fabrics, graphics and wood. These areas are explored practically in the creation of projects such as jewellery making, leather working, plastic moulding, 3D structures and t-shirt logo designs.

### Aims:

Students will develop skills in:

- An appreciation of design elements and principles,
- An understanding of innovation, and
- The design, planning and construction of projects.

### Content:

Students will be taught skills to design and produce projects within the following areas:

- Package Design
- Interior/Set Design
- Costume/Prop Design
- Jewellery design
- Accessories design
- T-Shirt print design

### Assessment:

Practical	70%
Theory	30%

**Course Charges:** \$80.00 per year

### Related Senior Courses:

Design and Technology, Industrial Technology, Visual Design

### Career Pathway:

Set Designer, Graphic Designer, Fashion Designer, Costume Designer, Interior Designer, Jeweller, Wood craftsman, Layout Designer, Architect, Engineer, Projector Manager, Production Designer (film and television)

### Note:

You may choose 200 hr and 100hr Design and Technology courses but only 200 hours of Design and Technology will appear on your School Certificate.

## Design and Technology – Fashion

Fashion design means creating your own fashion.

- Teenage Fashion and Fashion Fads
- Fashion Trends
- Fashion Accessories and Colours

Creating your own fashion can definitely be one of the most challenging and rewarding pursuits. There is great pleasure to be found in simply choosing with care the raw materials, harmonising colours, textures and styles then creating a designer style product. Added to this is the satisfaction of being able to wear your “own creation.”

Content areas covered will be:

- Fashion Designing – Fashion Trends
- Teenage Fashion and Fashion Fads
- Colours and Accessories
- Pattern manipulation
- Design and Construction Techniques
- Fashion Trends and Fashion Designers

### Assessment

- Innovative problem solving and creative skills
- Investigation and research skills
- Communication skills
- Knowledge of content
- Practical skills

### Student Requirements

**Subject Fees:** \$30.00 per year

### Related Senior Courses

Design Technology

### Career Pathway

Costume Designer and Maker, Fashion Designer, Graphic Designer, Interior Designer, Set Designer.

### Note:

You may choose 200 hr and 100hr Design and Technology courses but only 200 hours of Design and Technology will appear on your School Certificate.

## Drama

“All the World’s a Stage.....”

Drama isn’t just a subject for budding actors; though it is, of course, a very good subject for people who are inclined in that direction. It has wide application to all of our lives.

Are you shy and would like to develop greater confidence?

Do you plan to take up a career where ability to communicate confidently is important, e.g. law?

Do you enjoy acting, and the practical aspects of drama which you might have experienced in Year 8 drama courses, or perhaps in a school musical production?

Do you enjoy going to professional theatre productions?

Are you prepared to undertake written research work?

If you think Drama is fun and enjoyable then this course is for you.

The Drama course in Stage 5 will provide a wide-ranging blend of practical drama and theoretical study aimed at both the performance and appreciation of all types of theatre and drama. Students will have the opportunity to delve in depth into the areas which could never be covered fully in Year 8 because of time restrictions.

The Drama course is based on the assumption that the study of Drama by students will lead to the development of imagination, emotional understanding and skills in personal communication.

During Year 8 students have become acquainted with many basic drama concepts:

- Relaxation Techniques
- Promotion of Self Awareness
- Concentration and Observation Skills
- Improvisation and Play building Skills
- Basic Movement and Mime
- The Voice
- The Study of Scripted Drama
- The Study of Film and Television
- Theatrical Skills
- Theatrical appreciation

Students will expand on these areas during Years 9 and 10, both in practical work and in theoretical study. In addition, they will explore a number of specialised areas which may include:

- Theatre costumes
- Theatre History
- Puppetry
- Directing a Play
- Video and Film
- Scenery and Costume Design

Study of these topics will comprise both practical experience and wide-ranging written research. It is anticipated that special workshops and performances will be arranged at school and in addition there will be some visits to professional theatre productions and to places of interest, such as design workshops and theatre complexes.

Students will be given a choice of various major assignments, both practical and theoretical to complete, including the production of a film or video, practical acting and direction, in depth study of a dramatic script or reviews of theatre productions.

While much of this course is obviously of a practical nature, it is stressed that the keeping of a regular log book and completion of all other written tasks is essential.

### Assessment

Journal

Practical Performances

Major Research Assignment

Responses to Performances and/or films

**Subject Fees:** \$25

## Food Technology

Are you interested in food? In Food Technology learn about –

- Aussie Tucker
- Food for Special Needs
- How food is used in the home, industry and commercial ventures
- Food Product Development
- Food Service and Catering
- Food for Special Occasions
- Nutritional Status of People

Students will be involved in –

- Food Practical Lessons
- Designing solutions to food situations
- Researching various aspects of food and its uses

Food Technology is an excellent choice for students who wish to study Food Technology and/or Hospitality Operations in senior years, or for those who wish to learn more about food, how to use it and the role it plays in our lives.

### Assessment

Application of the Design Process	30%
Knowledge and Understanding	30%
Practical Skills	40%

### Requirements

The course will require protective clothing and footwear for practical sessions.

**Subject Fees:** \$90 per year

**Students must only select one Food Technology course; either 200 hours Food Technology or 100 hours food Technology – International Gourmet Cuisine.**

### Related Senior Courses:

Food technology, Hospitality Operations (Certificate ii Multi Skilling – VET Hospitality)

## French

The study of a foreign language plays an important part in the general education of students. The study of a language other than English, and in particular French, given its relationship to English, plays an important part in developing language skills across the total curriculum.

As a result of their exposure to the foreign language, students will gain an understanding and appreciation of another culture and way of life. It is hoped that this understanding will lead to greater tolerance, so necessary in a multicultural society such as ours.

### Aims of the Course

- To provide students with the opportunity to acquire and develop practical skills in listening, speaking, reading and writing French.
- Encourage in students a familiarity with French ways of behaviour and ways of thinking, with an appreciation of the similarities and differences between French and Australian ways.
- To make possible some understanding of the functioning of language through the study of French.
- To develop in students the basic skills which would enable them to further their knowledge of the French language at a higher level.
- Encourage the personal satisfaction and enjoyment that can be gained through the experience of learning another language.

By the end of Year 10 students should be able to:

- Understand some spoken French within a range of everyday situations.
- Communicate at a basic level in spoken French with accurate pronunciation in simple, everyday situations.
- Read, for comprehension, a relatively simple passage of prose and/or dialogue in French.
- Write simply and accurately in French on subjects within their oral competence.
- Demonstrate a knowledge and appreciation of the major geographical, social and cultural features of French speaking countries and territories.

### Assessment

Assessment will be based on the skills areas: listening, speaking, reading and writing, with emphasis on oral communication in the French language. Credit will also be given for class participation and overall effort.

Assessment components are as follows:

Listening Skills	30%
Speaking Skills	20%
Reading Skills	30%
Writing Skills	20%

## Graphics Technology

Graphics is a universal language and an important tool for thinking and communicating. Graphics Technology develops in students specific manipulative and cognitive skills in using a variety of tools, materials and techniques widely available in industrial, commercial and domestic settings.

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information, and the capacity to solve problems and generate and communicate solutions.

Graphics Technology enables students to practice logical thought and decision-making while developing skills (such as computer-aided design (CAD), computer-aided manufacture (CAM), interactive graphic design (IGD) and multimedia application) applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations.

**Subject Fees:**                      **\$20.00 per year**

## History Elective (200 hours)

History Elective is a disciplined process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. It enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations. History Elective provides opportunities for students to explore human actions in a range of topics not studied in Mandatory History.

The aim of the History Elective course is to develop students' skills in:

- Critical analysis;
- Writing of rational, logical arguments;
- Evaluation and interpretation of sources;
- Understand the role of History and the individual in shaping the world around them.

These are skills which are required across all other subjects and the study of History Elective will be of benefit to all students. The skills developed in the study of History are actively sought by employers who desire their staff to be able to examine different types of information and write logical and coherent reports. Successful students of History are also sought as problem-solvers in high-level management positions.

### Year 9 course

History through film  
Greek and Roman religion  
The Samurai and Medieval Japan  
The individual and their society

### Year 10 course

Revolutions around the world  
War and peace in the Ancient World  
Law, crime and punishment in the pre-modern world  
The English Civil War

### Assessment

Formal examinations	25%
Class marks	75%

Class marks are comprised of a range of assessment tasks which aim at testing the development of key historical competencies as outlined in the outcomes of the History Elective syllabus.

For further details, see Ms Wright, Head Teacher, HSIE.

## Industrial Technology

Industrial Technology is the name for a wide range of practical (technological based) subjects available to students at Crestwood High. All Industrial Technology courses are suitable to both female and male students who wish to develop their practical skills, design abilities and logical thinking skills. Industrial Technology will prepare students who want an apprenticeship or traineeship. Industrial Technology will assist people who will utilise "do it yourself" skills in and around the home in building pergolas, furniture and general home maintenance. Each student will learn how to design, plan and construct projects through planned activities in the use of hand and power tools and use a wide range of materials and finishes.

For further information about any aspect of the courses available and their implementation, students and parents may contact any member of the Industrial Arts Department. The Industrial Arts Department offers the following courses.

INDUSTRIAL TECHNOLOGY:	MULTIMEDIA
	ENGINEERING
	MULTIMEDIA
	TIMBER
	ELECTRONICS

### Industrial Technology: Multimedia

Multimedia focuses on the design and implementation of multimedia projects such as digital video/film productions, 2D/3D animations, interactive computer applications and website development. The aim of the course is to provide students with the necessary skills to communicate design ideas and processes, assess and create quality products and competently use appropriate computer technology to produce a multimedia project.

The aim of the course is to provide students with the necessary skills to:

- Communicate design ideas and processes
- Assess and create quality products
- Competently use appropriate computer technology to produce a multimedia project.

Assessment

Project Work 60%

Theoretical Work (Exams, Assignments) 40%

Note: Industrial Technology: Multimedia is NOT about playing computer games

**Related Senior courses:**

Industrial Technology, Multimedia (IT: Multimedia), Design and Technology, Information Processes and Technology

**Career Pathway:**

Graphics Designer, animator, web designer, games designer, 3D artist, Software Designer.

**Subject Fees:** \$65 per year



## **Industrial Technology: Engineering**

Students undertaking Industrial Technology: Engineering will have opportunities to develop knowledge, understanding and skills in relation to engineering and its associated industries , with the emphasis on practical experiences.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures (bridges, buildings, dams, chairs etc) and mechanism (levers, pulleys, gears, cams etc). These are enhanced and further developed through the study of specialist modules in control systems (robotics, electronics, hydraulics, pneumatics etc) and alternative energy (solar, wind etc)

Practical projects will reflect the nature of the Engineering focus area and will provide students with the opportunities to develop specific knowledge, understanding and skills related to engineering. These may include:

Small structures

Small vehicles

A range of devices and appliances

Robotics projects

Electronic and mechanical control systems.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

### **Assessment:**

Practical work 60%

Theoretical work 40%

### **Related Senior Courses:**

Engineering Studies, Design and Technology, Industrial Technology.

### **Career Pathway:**

Engineer, Mechanical Engineer, Architecture, Design & Drafting

**Subject Fees:** \$65.00 per year

## Industrial Technology – Timber

Students undertaking Industrial Technology Timber will be further able to experience the unique and satisfying properties of wood and wood products commenced in Years 7 and 8. Students will be able to develop their own designs and design modifications as they continue to learn how to use the wide range of hand and power tools available at Crestwood High School.

Industrial Technology Timber will be of great benefit to those students who wish to gain employment in the timber and associated industries, such as house building, furniture manufacture (cabinet maker), wood machinist as well as the home handy person.

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

- Cabinetwork
- Wood machining

Practical projects will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to the following areas:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units.

### Assessment

Practical Work	60%
Theoretical Work (Examinations, assignments)	40%

**Subject Fees:** \$80.00 per year

### Related Senior Courses:

Industrial Technology, Building Construction (VET), Design and Technology

### Career Pathway:

Cabinet Making, Furniture Restoration, Kitchen/Bathroom installation, Carpenter, Wood Turner

## Information and Software Technology

Information and Software Technology (IST) is a course devoted to the study of computer technology and the impact of the rapid rate in which it is changing. The aim of the course is to develop specialised knowledge of past, current and future technologies as well as an awareness of the impacts this makes on our work environment, our leisure activities and society in general.

The aim of the course is to develop in students;

- The abilities and confidence to become competent users of computer technology.
- The confidence to accept the challenges of the dynamic world of computer technology and to be able to accept a responsible role in the control of that change.

In order to achieve this, students will complete projects in the following areas:

- The Internet and Website Development
- Authoring and Multimedia (Video production, Game creation, Animation)
- Digital Media (Graphic manipulation, Photoshop)
- Networking Systems
- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming

### Assessment

Project Work 50%

Yearly Test 20%

Topic Tests 20%

Research Work 10%

**Subject Fees:** \$70.00 per year

Note: Information and Software Technology is NOT about playing computer games

### Related Senior courses:

Information Processes and Technology (IPT), Software Design and Development (SDD), Information Technology: Vocational Education and Training (ITVET), Industrial Technology: Multimedia (IT: Multimedia)

## Music

200 hour music is an exciting course in which student learn about music through performing, creating, listening and researching. Students are exposed to a wide variety of musical styles including classical, rock, pop, jazz and world music.

The course is structured so that students learn about what we call the **Concepts of Music**. They learn about the **Concepts of Music** by *playing, creating, listening and writing*. These are known as **Learning Experiences**.

### The Concepts of Music

In this course students learn that music is Organised Sound. Students learn that music is organised through what we call the **Concepts of Music**. These are comprised of *Duration (the length of sounds)*, *Pitch (melody and harmony)*, *Dynamics (volume of sound)*, *Tone colour (the quality of sound)*, *Structure (how we organize the sounds into sections)*, *Expressive techniques (musical effects to make the sounds more expressive)* and *Texture (the layers of sound)*.

### The Learning Experiences

Students will gain a thorough understanding of the **Concepts of Music** through the **Learning Experiences**. This means that students will engage in activities where they will *play* music, *create* music, *listen* to music and *write* about music.

The course caters for students who already play an instrument or sing but might wish to develop skills on a new instrument. Guitar, keyboard and percussion are the standard classroom instruments we use. More specialized instruments such as trumpet, flute and clarinet are available for hire.

Further to the classroom program students are encouraged to join the various extra-curricular ensembles run by the school including stage band, rock band and vocal ensemble. Performance opportunities include performance evenings, school musicals and special events such as multicultural day.

### The Contexts

A wide variety of musical styles will be encountered in the course. The study of rock and pop is but one of the styles which students will experience. The syllabus also requires that students learn about a wide variety of styles which includes classical, world music, jazz and theatre music. Australian music in its various guises will also be included in the course.

### Assessment

Assessment will be based on performances, composing, and listening tasks. Performances may involve both solo and group work. Composing tasks will include improvisations, arrangements of existing pieces and original compositions. Listening tasks may involve written responses, viva voce tasks and research assignments.

**Subject Fees:** \$45

## Visual Arts

Increasingly, many kinds of knowledge and communication in the world are managed through visual imagery. Consequently, this course provides opportunities for students to investigate the various fields of visual arts in highly creative and innovative ways which foster interest and enjoyment in the making and studying of art.

Visual Arts empowers students to become self-motivated and active learners, both creative and confident in the use of traditional and contemporary artforms and emerging applications in ICT (Information and Communication Technologies) and digital media.

### Course content:

Through the content of Practice, the Frames and the Conceptual Framework, students learn to make and interpret artworks.

In ARTMAKING, students explore a range of ideas and interests and will be provided with opportunities to make artworks in at least two of the broad areas of 2D, 3D and 4D forms.

Media areas from these forms may include;

#### 2D Forms:

Drawing, painting, printmaking, photo and digital media, computer generated and enhanced images.

#### 3D Forms:

Ceramics, sculpture, designed images, objects and environments

#### 4D Forms:

Video, performance works, time-based installation works

Through CRITICAL AND HISTORICAL STUDIES, students will investigate historical and contemporary artwork examples which will support both their own artmaking and their interpretation of artworks for knowledge and pleasure.

### Special Requirements:

Students will need to purchase a sketchbook which they will use throughout the course as their Visual Diary. The Visual Diary is used to develop ideas for artworks and record relevant technical information. Students will also be expected to have a range of basic drawing equipment.

### Assessment:

Artmaking	60%
Critical and historical and Studies	40%

**Course Charges:** \$50

NOTE: Students may study Visual Arts (200 Hours) as well as Visual Design (200 Hours)

## Visual Design

In Visual Design some artists will identify themselves for example as graphic designers, fashion designers, industrial designers, architects, interior designers, object designers, space, light and sound designers, web designers and more. Artists may work in more than design area, but the traditional function of artists as visual designers is to make visual design works!

In Visual Design, students develop skills in the use of both traditional and contemporary technologies in making visual design works. The range of technologies in this course could include; drawing, painting, printmaking, ceramics, sculptural forms, digital equipment in photography, film/video and the use of computer hardware and software programs.

### Course content:

In Visual Design, students will explore, experiment and create a range of visual design artworks in two or more forms from the three visual design forms – Print, Object and Time-Space.

During the second year of the course, opportunities for students to undertake a specialised and in-depth study of one form and or forms that have great relevance in contemporary visual design practice will be explored.

### Print

Within the practice of print design, students may explore and experiment with 2D graphic elements such as typographic forms – text, fonts, lettering, the visual image in advertising, graphic and illustrative practices such as drawing, illustration and cartooning, printed images and photographic imagery.

### Object

With the practice of object design, students may make object design works such as wearable forms and accessories for the body – clothing and jewellery, objects for interiors and habitats, ceramic ware, containers.

### Space-Time

Within the practice of space-time students may develop and design real site specific spaces such as architectural, landscape, interior and theatrical. They may also explore and use software to develop interactive and virtual spaces, worlds and forms.

### Assessment:

Making Design Works	60%
Critical and Historical Studies in Visual Design	40%

**Course Charges:** \$50

### Special Requirements:

Students will need to purchase an A3 portfolio and a sketchbook which they will use throughout the course as their Visual Design Journal.

NOTE: Students may study Visual Arts (200 Hours) as well as Visual Design (200 Hours)