



## **STAGE 5 COURSE SELECTIONS 2018 – Year 9 2019 – Year 10**

*Tamworth High School is an inclusive centre of innovation,  
creativity and excellence.*



## PRINCIPAL'S MESSAGE

Welcome to the next stage of your secondary education, Stage 5 - Year 9 and Year 10. The next two years are a very important phase of your education.

For the first time you will be given the opportunity to choose some of the subjects that you will study. You will need to listen carefully to the advice you receive prior to your subject selection and then make decisions based on your interests and abilities.

Consistent with the schools vision of being **a centre of innovation, creativity and excellence**, for 2018, we have introduced a new 100-hour vertical curriculum course structure that provides Stage 5 students greater choice and flexibility with elective courses. This process works in conjunction with the process of surveying students prior to the formal subject selection process thus enabling the school to develop an elective pattern that best suits the needs of the students. As such, it is essential that all students read and understand the procedures and dates in this booklet and submit their completed survey on time so that their choices will be considered in the curriculum development process.

I strongly advise all students to read this booklet carefully and discuss subject choices with parents/carers and teachers before making a final decision. In addition students should make the most of the many opportunities that our school makes available to you. These include extension activities, leadership opportunities (e.g. SRC), sporting and cultural opportunities. Always work to the best of your abilities as this will ensure you reap the rewards you deserve and give you the best opportunities to shape your future.

Finally, it is important that you are a good school citizen, wear the school uniform with pride and strive to demonstrate the school expectations of Safe Respectful Learning.

Daniel Wilson  
Principal

## IMPORTANT DATES FOR YEAR 8 STUDENTS

Tuesday 22 August 2017	<b>YEAR 9 2018 SUBJECT INFORMATION EVENING SCHOOL CAFETERIA 6.30PM</b>  Staff will outline procedures and policies for the Stage 5 curriculum at Tamworth High School. Faculty staff will be available to provide detailed information regarding various courses. <b>The Subject Selection booklet and Subject Survey will be released at this meeting.</b>
Wednesday 30 August 2017	<b>DUE DATE FOR RETURN OF SUBJECT SURVEYS STUDENT ADMINISTRATION OFFICE (SAO) 9.00AM</b>  The subject survey that is distributed with the subject selection booklet is used to guide the development of the Year 9 subject lines for 2018. <i><b>Late returns may not be considered.</b></i>
Wednesday 13 September 2017	<b>FINAL SUBJECT SELECTION FORM DISTRIBUTED TO STUDENTS</b>
Wednesday 20 September 2017	<b>DUE DATE FOR RETURN OF SUBJECT SELECTION FORMS</b> <ul style="list-style-type: none"> <li>• Elective courses will be filled on a priority basis – instructions on how this will be conducted will be provided closer to this date.</li> <li>• Students will be required to pay for elective choices that attract a fee during term 4 week 6 at the Front Office.</li> <li>• Students requiring student assistance for elective courses need to arrange this with Head Teacher Wellbeing before the submission date.</li> <li>• Students should seek advice if they are experiencing any form of difficulty with this process prior to the submitting their Subject Selection Form.</li> </ul>

## KEY PERSONNEL

Principal  
Deputy Principals

Year 9 Adviser 2018  
Careers Adviser  
Head Teacher English  
Head Teacher Mathematics  
Head Teacher Science  
Head Teacher HSIE  
Head Teacher TAS  
Head Teacher Creative Arts  
Head Teacher Support  
Head Teacher Student Wellbeing  
Head Teacher Secondary Studies (PDHPE)  
Head Teacher Administration

Daniel Wilson  
Lyn Thomas  
Dale Rands  
Mitchell Smith  
Kate Daley  
Richard Sowden  
Karen Nelson  
James Ewin  
Karen Veness  
Andrew Urquhart  
Sam Langston  
Cristine O'Connell  
Venessa Penberthy  
Nina Russell  
Wendy Barnett

## **COURSES OFFERED AT TAMWORTH HIGH SCHOOL STAGE 5 2018**

The following courses will be offered, however, only those courses attracting sufficient student numbers will operate in 2018.

### **Compulsory Courses**

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

### **Elective Courses**

Aboriginal Studies  
Agricultural Technology  
Child Studies  
Commerce  
Computing Studies - Information and Software Technology  
Cultures, Clashes and Conflicts - History Elective  
Dance  
Design and Technology  
Drama  
Food Technology  
French Culture  
Graphics Technology – CAD  
Industrial Technology – Electronics  
Industrial Technology – Engineering  
Industrial Technology – Metal  
Industrial Technology – Multi Media  
Industrial Technology – Timber  
Music  
Photographic and Digital Media  
Physical Activity and Sports Studies  
Textiles Technology  
Visual Arts  
Work Education

## STAGE 5 – YEAR 9 AND YEAR 10

To qualify for the NSW Record of School Achievement (RoSA) students are required to study the following Key Learning Areas each year in Years 7-10, commonly referred to as the Core Curriculum.

- English
- Mathematics
- Science
- Human Society and Its Environment (Australian History, Geography, Civics and Citizenship)
- Personal Development, Health and Physical Education

During Years 7-10 students are also required to study in the Key Learning Areas of:

- Technological and Applied Studies
- Creative Arts
- Languages Other Than English.
- Students at Tamworth High School undertake study in all Key Learning Areas during Stage 4 (Years 7-8) where they increase their knowledge and understanding, improve their skills and develop appropriate values and attitudes across a range of curriculum areas

In addition to the requirements of the Core Curriculum, students in Year 9 can now elect to do courses best suited to their interests and/or chosen career path.

For 2018, Tamworth High School is introducing a new curriculum structure for Stage 5 electives. This modified curriculum introduces a vertical curriculum structure\* that involves all stage 5 students (Years 9 & 10) participating in three groups of elective courses at the same time.

\*Note: A vertical curriculum structure refers to a timetable structure that allows all elective classes to run at the same time over three elective 'lines'.

This curriculum structure takes advantage of the 100 hour/200hour elective rules and provides students greater flexibility and choice with regard to electives, allowing students to either:

- Expand the range of subjects studied over Years 9 and 10 by undertaking up to six 100-hour courses each year.
- Concentrate on three elective subjects and study them in depth over a two-year period, i.e. 200 hours for each course.

Elective choice process:

- During term 3 of year 8, students will be provided with the opportunity to select three elective courses for year 9.
  - Students will be surveyed to develop the course structure that best fits the majority of the students.
  - A Subject Selection Form will then be developed and distributed to students to select three electives that have been arranged in three groups (or lines).
- During term 3 of year 9 (the following year), students will be given the opportunity to review and adjust and/or confirm elective courses for year 10.

It is important for students and parents to note that the increased range of courses does not guarantee that all courses will run or that all students will be placed in every course they select. However, the new structure significantly improves the range of subjects available and scope for successful student placement.

In order to take into account the various needs of different elective courses, the subject outlines that are contained in this booklet contain information about the set of rules that apply to each course. These will fit into one or more of the following categories:

**Please note: Students are only permitted to select TWO *Industrial Technology* subjects.**

Category	Module Rules	
1	<b>SEQUENTIAL</b>	Elective modules must be studied sequentially (i.e. module 1 followed by module 2)
2	<b>NON- SEQUENTIAL</b>	Elective modules can be studied in any order in any year. (i.e. module A and module B)
3	<b>VERTICALLY INTEGRATED</b>	Course structure can accept both year 9 and 10 students studying the same course.

**Please note:-**

For the first year of operation of the new structure, most courses will be delivered as 'Sequential', to allow a transition period.

## **SCHOOL CONTRIBUTIONS AND ELECTIVE FEES**

General school contribution for Year 9 2018 will be \$90.00

We encourage the payment of School Contributions, which covers a range of services for students and all paper for photocopying.

When students choose a course with subject fees they are agreeing to pay all costs associated with the subject. This includes a course fee plus the costs of all materials to complete the course.

Elective Fees will be collected during Term 4 prior to the commencement of the course. This process will confirm course placement.

Students who are unable to pay will be required to re-select courses without fees. Families who have difficulty in paying these costs may arrange to pay in instalments or seek help from the Student Assistance Scheme. Please ask at the Front Office for an application form. Your request will be kept completely confidential.

Students with outstanding elective course fees will not be eligible to participate or attend non-compulsory excursions.

## SUBJECT CONTRIBUTIONS

Subject	Annual Costs
Aboriginal Studies	Any excursion costs
Agricultural Technology	\$40.00 plus any excursion costs
Child Studies	\$20.00 plus consumables
Commerce	Any excursion costs
Cultures, Clashes and Conflict (History Elective)	Any excursion costs
Dance	Any excursion costs
Design and Technology	\$40.00 plus any materials, major work and excursion costs
Drama	\$15.00 plus any excursion costs
Food Technology	\$100.00 plus apron and hair covering and any excursion costs
French Culture	Any excursion costs plus cost of French Cuisine (if kitchens available for cooking)
Graphics Technology - CAD	\$30.00 plus drawing equipment and any excursion costs
Industrial Technology – Electronics	\$95.00 plus Personal Protective Equipment and any major work and excursion costs
Industrial Technology – Engineering	\$40.00 plus Personal Protective Equipment and any major work and excursion costs
Industrial Technology – Metal	\$70.00 plus Personal Protective Equipment and any major work and excursion costs
Industrial Technology – Multi Media	Any major work and excursion costs
Industrial Technology – Timber	\$70.00 plus Personal Protective Equipment and any major work and excursion costs
Information and Software Technology (Computing Studies)	Any excursion costs
Music	Any instrument hire and excursion costs
Photographic and Digital Media	\$20.00 plus any major work and excursion costs
Physical Activity and Sports Studies	\$50.00 to cover excursions to golf, camping and other venues
Textiles Technology	\$20.00 plus any materials, major work and excursion costs
Visual Art	\$30.00 plus any workshops, materials, major work and excursion costs
Work Education	Any excursion costs

<b>Aboriginal Studies 1</b>	<b>Course Cost: Any Excursion Costs</b>
Module Rules: NON-SEQUENTIAL (Module 1 & 2) / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of this course is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.</p>	
<p><b>Course Program:</b></p> <p style="text-align: center;"><b>Aboriginal Studies 1</b></p> <p style="text-align: center;">Aboriginal Identities Aboriginal Peoples and Sport Aboriginal Film and Television Aboriginal Visual Arts</p>	
<p><b>Assessment:</b></p> <p>A variety of methods will be used to assess student learning. This will include:</p> <ul style="list-style-type: none"> <li>▪ Assignments and projects</li> <li>▪ Presentations</li> <li>▪ Peer Assessment</li> <li>▪ Self-Assessment</li> <li>▪ Group Work</li> </ul>	
<p><b>Special Features:</b></p> <p>This course will involve working closely with the local Aboriginal community, the use of guest speakers, a strong emphasis on hands on activities and fieldwork.</p>	

<b>Aboriginal Studies 2</b>	<b>Course Cost: Any Excursion Costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of this course is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.</p>	
<p><b>Course Program:</b></p> <p style="text-align: center;"><b>Aboriginal Studies 2</b></p> <p style="text-align: center;">Aboriginal Autonomy Aboriginal Performing Arts Aboriginal Enterprises and Organisations Aboriginal Technologies and the Environment</p>	
<p><b>Assessment:</b></p> <p>A variety of methods will be used to assess student learning. This will include:</p> <ul style="list-style-type: none"> <li>▪ Assignments and projects</li> <li>▪ Presentations</li> <li>▪ Peer Assessment</li> <li>▪ Self-Assessment</li> <li>▪ Group Work</li> </ul>	
<p><b>Special Features:</b></p> <p>This course will involve working closely with the local Aboriginal community, the use of guest speakers, a strong emphasis on hands on activities and fieldwork.</p>	

<b>Agricultural Technology 1</b>	<b>Course Cost: \$40.00 per Year plus Any Excursion Costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The Agriculture course aims to provide an opportunity for students to gain:-</p> <ul style="list-style-type: none"> <li>▪ A knowledge of the many aspects of the Agricultural Environment, Soil Science, Plant production and Animal production.</li> <li>▪ An understanding of the interactions between the agricultural environment and the management and business organisation of Agriculture.</li> </ul> <p>Skills and Techniques involved in the management of the processes of Agriculture</p>	
<p><b>Course Program:</b></p> <p>Agriculture has a strong practical aspect which underpins the applied scientific nature of the subject. Theory work is an important part of the course.</p> <p>Group work, excursions, farm visits, field days, practical exposure to a wide range of animals and crop plants are the processes used to teach Agriculture.</p> <p><b>This is a stand-alone subject.</b></p> <p style="text-align: center;"><b>Agriculture Technology 1</b></p> <p><b>Topic covered include:</b>  Introduction to Agriculture, History and Climatic factors.  Sheep and Alpacas  Tractors  Plants and Cropping  Cattle  Vegies  Jobs in Agriculture</p>	
<p><b>Assessment:</b></p> <p>Assessment will be based on your knowledge and understanding of agricultural concepts and systems: you will be assessed on your ability to carry out practical tasks both in the field and laboratory and your ability to design and plan tasks and activities.</p>	
<p><b>Special Features:</b></p> <p>Students from all backgrounds find stimulation in the study of this subject as it focuses on some important and fundamental environmental issues.</p>	

<b>Agricultural Technology 2</b>	<b>Course Cost: \$40.00 per Year plus Any Excursion Costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The Agriculture course aims to provide an opportunity for students to gain:-</p> <ul style="list-style-type: none"> <li>▪ A knowledge of the many aspects of the Agricultural Environment, Soil Science, Plant production and Animal production.</li> <li>▪ An understanding of the interactions between the agricultural environment and the management and business organisation of Agriculture.</li> <li>▪ Skills and Techniques involved in the management of the processes of Agriculture</li> </ul>	
<p><b>Course Program:</b></p> <p>Agriculture has a strong practical aspect which underpins the applied scientific nature of the subject. Theory work is an important part of the course.</p> <p>Group work, excursions, farm visits, field days, practical exposure to a wide range of animals and crop plants are the processes used to teach Agriculture.</p> <p><b>This is a stand-alone subject.</b></p> <p style="text-align: center;"><b>Agriculture Technology 2</b></p> <p style="text-align: center;"><b>Topic covered include:</b>  Chemicals in Agriculture  Meat Science  Farm Planning  Agronomy  Fertilizer Trial  Beef Cattle  Alternative Industries</p> <p>All enterprises will be studied with a focus on sustainability</p>	
<p><b>Assessment:</b></p> <p>Assessment will be based on your knowledge and understanding of agricultural concepts and systems: you will be assessed on your ability to carry out practical tasks both in the field and laboratory and your ability to design and plan tasks and activities.</p>	
<p><b>Special Features:</b></p> <p>Students from all backgrounds find stimulation in the study of this subject as it focuses on some important and fundamental environmental issues.</p>	

<b>Child Studies 1</b>	<b>Course Cost: \$40.00 per Year plus consumables</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Is for students to learn about society's responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains.</p>	
<p><b>Course Program:</b></p> <p>Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services. Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts. The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.</p> <p style="text-align: center;"><b>Child Studies 1</b></p> <p style="text-align: center;">Preparing for parenthood Conception to birth Newborn care Food and nutrition in childhood Growth and development Play and the developing child</p>	
<p><b>Assessment:</b></p> <p>Assessment devices used will include unit tests, case studies, design projects, group reports, management plans and exercises, oral reports, peer assessment, self-assessment.</p>	

<b>Child Studies 2</b>	<b>Course Cost: \$40.00 per Year plus consumables</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Is for students to learn about society's responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains</p> <p>.</p>	
<p><b>Course Program:</b></p> <p>Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services. Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts. The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.</p> <p style="text-align: center;"><b>Child Studies 2</b></p> <p style="text-align: center;">Family interactions Children and culture The diverse needs for children Media and technology in childhood Health and safety in childhood Aboriginal cultures and childhood Childcare services and career opportunities</p> <p>*Child Studies 2 can only be chosen if you have completed Child Studies</p>	
<p><b>Assessment:</b></p> <p>Assessment devices used will include unit tests, case studies, design projects, group reports, management plans and exercises, oral reports, peer assessment, self-assessment.</p>	

<b>Commerce 1</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The key aim is to develop students who can survive and thrive in Australia's changing commercial environment. The course aims to produce students who:</p> <ul style="list-style-type: none"> <li>▪ are commercially aware</li> <li>▪ can develop new ideas</li> <li>▪ are independent</li> <li>▪ take a responsible role in decisions related to the law, finance, spending and employment</li> </ul>	
<p><b>Course Program:</b></p> <p>There are four core topics:</p> <p style="text-align: center;"><b>Commerce 1</b></p> <p style="text-align: center;">Consumer Choice Personal Finance Travel Law in Action E-commerce</p>	
<p><b>Assessment:</b></p> <p>Students will be assessed using a full range of strategies including:</p> <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Tests</li> <li>▪ Class Work</li> <li>▪ Fieldwork</li> <li>▪ Group Activities</li> <li>▪ Peer Assessment</li> <li>▪ Homework</li> </ul>	
<p><b>Special Features:</b></p> <p>Commerce is a very practical subject that deals with concepts and issues that young people today will have to deal with, especially those related to earning and spending money. These areas are emphasised through a range of activities including fieldwork, guest speakers and participation in the internet based Share Market Game.</p>	

<b>Commerce 2</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The key aim is to develop students who can survive and thrive in Australia's changing commercial environment. The course aims to produce students who:</p> <ul style="list-style-type: none"> <li>▪ are commercially aware</li> <li>▪ can develop new ideas</li> <li>▪ are independent</li> <li>▪ take a responsible role in decisions related to the law, finance, spending and employment</li> </ul>	
<p><b>Course Program:</b></p> <p>There are four core topics:</p> <p style="text-align: center;"><b>Commerce 2</b>  Law and Society  Employment Issues  Running a Business  Towards Independence  Earning and Spending Income</p>	
<p><b>Assessment:</b></p> <p>Students will be assessed using a full range of strategies including:</p> <ul style="list-style-type: none"> <li>▪ Assignments</li> <li>▪ Tests</li> <li>▪ Class Work</li> <li>▪ Fieldwork</li> <li>▪ Group Activities</li> <li>▪ Peer Assessment</li> <li>▪ Homework</li> </ul>	
<p><b>Special Features:</b></p> <p>Commerce is a very practical subject that deals with concepts and issues that young people today will have to deal with, especially those related to earning and spending money. These areas are emphasised through a range of activities including fieldwork, guest speakers and participation in the internet based Share Market Game.</p>	

<b>Cultures, Clashes and Conflicts (History Elective) 1</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<b>Aims Of The Course:</b> <ul style="list-style-type: none"> <li>▪ To study major clashes and conflicts in world history</li> <li>▪ To develop an understanding of various cultures.</li> <li>▪ To explore significant modern world issues.</li> <li>▪ To develop skills in research, investigation and communication.</li> </ul>	
<b>Course Program:</b> A variety of strategies will be used: <ul style="list-style-type: none"> <li>▪ Research assignments and projects</li> <li>▪ Performance activities (e.g. role-play, dramatic presentations, video, computer simulation) oral presentations (e.g. Tutorials, debates)</li> <li>▪ Source analysis</li> <li>▪ Discussions</li> <li>▪ Audio-visual texts (videos)</li> <li>▪ Interviews</li> </ul>	
<b>Topics may include:</b> Archaeology, Medieval England and Europe (e.g. King Arthur, the Black Death, Crusades), Civil rights; crime, Law and Punishment (including Capital punishment); Intelligence and Security Organisations (KGB, CIA, FBI, Gestapo, ASIO); terrorism, American Indians, Treasure Hunting, Personality Studies.	
<b>Assessment:</b> Students will be assessed using a variety of activities such as research assignments, oral and written reports, formal and structured essays, dramatic presentations, interviews and source analysis	
<b>Special Features:</b> Where students undertake this course in Stage 5, they will receive a RoSA grade for History (elective) as well as a grade for History (mandatory).  Project based learning	

<b>Dance 1 / Dance 2</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>To provide students with the opportunity to experience, understand, value and enjoy Dance and the value it has in their lives. Dance is a subject that allows all levels of dancer to achieve and experience the joy of movement. It is not aimed solely at those with experience; rather it looks at Dance as an art form and encourages students to think beyond what they see and compose new and authentic dances. Dance aims to promote a healthy lifestyle, both mind and body.</p>	
<p><b>Course Program:</b></p> <p>Students will be given the opportunity to explore their body and choice of movement through a variety of different learning activities. Students broaden their view of the way we express ourselves and work as part of a group to create new and interesting movements. They also study the body and the capabilities of movement.</p> <p><b>Dance 1</b>  <b>Year 9:</b> Jazz and Dance introduction, Story-telling through Dance, the Elements of Dance- space, time and dynamics and Cheerleading.  <b>Dance 2:</b> Theme based study, the Dancer's body, Major Research project and Contemporary Dance.</p>	
<p><b>Assessment:</b></p> <p>Students are assessed on their performances, compositions and appreciation (understanding) of Dance as an art form, as well as journal entries on their learning process.</p>	
<p><b>Special Features:</b></p> <p>Accessible to all students with an interest in Dance. Regardless of their previous experience. Excursions to live performances, Eisteddfod, Dance Festival and CAPERS opportunities.</p>	

<b>Design and Technology 1</b>	<b>Course Cost: \$40 00 per year plus any materials, major works and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<b>Aims Of The Course:</b> The aim of Design and Technology is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.	
<b>Course Program:</b> Design and Technology involves designing, producing and evaluating quality-designed solutions. Students engage in a range of practical activities during the development of a design project.	
<pre> graph TD     A[Design Project Designed Solution and Documentation] &lt;--&gt; B[Focus Areas of Design]     B &lt;--&gt; C[Core Content Areas]     C --&gt; D[A Holistic Approach]     C --&gt; E[Design Processes]     C --&gt; F[Activity of Designers]         </pre>	
The focus areas of design include: accessory, aeronautical, agricultural, architectural, communication systems, digital media, engineering, environmental, fashion, food, furniture, graphical, industrial, information systems, interior, jewellery, landscape, marine, medical, packaging, promotional, software, structural, transport systems, student-negotiated focus area of design.	
<b>Assessment:</b> Theory topic tests 20% - Projects 50% - Folios 30%	

<b>Design and Technology 2</b>	<b>Course Cost: \$40 00 per year plus any materials, major works and excursion costs</b>																										
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED																											
<p><b>Aims Of The Course:</b>  The aim of Design and Technology is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.</p>																											
<p><b>Course Program:</b>  Design and Technology involves designing, producing and evaluating quality-designed solutions. Students engage in a range of practical activities during the development of a design project.</p> <p style="text-align: center;"><b>Design and Technology Module 2</b></p> <p style="text-align: center;"><b>Focus Areas of Design – Options</b></p> <table> <tr><td>Accessory</td><td>Aeronautical</td></tr> <tr><td>Agricultural</td><td>Architectural</td></tr> <tr><td>Communication systems</td><td>Digital media</td></tr> <tr><td>Engineering</td><td>Environmental</td></tr> <tr><td>Fashion</td><td>Food</td></tr> <tr><td>Furniture</td><td>Graphical</td></tr> <tr><td>Industrial</td><td>Information systems</td></tr> <tr><td>Interior</td><td>Jewelry</td></tr> <tr><td>Landscape</td><td>Marine</td></tr> <tr><td>Medical</td><td>Packaging</td></tr> <tr><td>Promotional</td><td>Software</td></tr> <tr><td>Structural</td><td>Transport systems</td></tr> <tr><td colspan="2">Student-negotiated focus area of design</td></tr> </table>		Accessory	Aeronautical	Agricultural	Architectural	Communication systems	Digital media	Engineering	Environmental	Fashion	Food	Furniture	Graphical	Industrial	Information systems	Interior	Jewelry	Landscape	Marine	Medical	Packaging	Promotional	Software	Structural	Transport systems	Student-negotiated focus area of design	
Accessory	Aeronautical																										
Agricultural	Architectural																										
Communication systems	Digital media																										
Engineering	Environmental																										
Fashion	Food																										
Furniture	Graphical																										
Industrial	Information systems																										
Interior	Jewelry																										
Landscape	Marine																										
Medical	Packaging																										
Promotional	Software																										
Structural	Transport systems																										
Student-negotiated focus area of design																											
<p><b>Assessment:</b>  Theory topic tests 20% - Projects 50% - Folios 30%</p>																											

<b>Drama 1 / Drama 2</b>	<b>Course Cost: \$15.00 per Year plus Any Excursion Costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>To provide students with experience in which the intellect, emotions, imagination and body are all developed through MAKING, PERFORMING, and APPRECIATING. Drama provides an appealing framework within which to work to enrich a child's ability to express him/herself (both verbal and written). It fosters individuality, spontaneity of expression, awareness and sensitivity, thereby enriching a child's personality and enhancing human relationships.</p>	
<p><b>Course Program:</b></p> <p>Performance, group work, excursions, videos, workshops (with visiting performers), film, mask work and mime.</p> <p>In each year a balance will be developed across the main content areas.</p> <p><b>Drama 1:</b> Drama journal, improvisation, Playbuilding and performance skills.</p> <p><b>Drama 2</b> Drama journal, Playbuilding, Theatre Sports, script work and design.</p>	
<p><b>Assessment:</b></p> <p>Examples of Assessment Tasks:</p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Set Design</li> <li>▪ Oral Work</li> <li>▪ Performance in Productions</li> <li>▪ Workshop Participation</li> <li>▪ Journal Entries</li> <li>▪ Class Notes</li> </ul>	
<p><b>Special Features:</b></p> <p>Excursions to live productions</p>	

<b>Food Technology 1</b>	<b>Course Cost: \$100.00 per Year plus apron and hair covering and any excursion costs.</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Is for students to learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (food preparation and processing, nutrition and consumption) will be studied. The major emphasis of the Food Technology syllabus is on students exploring food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.</p>	
<p><b>Course Program:</b></p> <p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.</p> <p style="text-align: center;"><b>Food Technology 1</b></p> <p style="text-align: center;">Food selection and health Food in Australia Food Product Development Food for special occasions</p>	
<p><b>Assessment:</b></p> <p>Students are assessed on their participation and performance in practical work, theory tests and assignments. Students may be required to complete a major food project.</p>	
<p><b>Special Features:</b></p> <p><b>SHOES:</b> The Department of Education and Communities has strict safety rules about shoes that are suitable for school wear. Tamworth High School has adopted, as part of its uniform code, the wearing of standard, lace-up, black school shoes with all leather uppers and enclosed leather tongue. <b>Sneaker style shoes</b> that have uppers that are composites of leather and vinyl or fabric, <b>do not meet safety requirements</b> and are not acceptable. Designer shoes and boots are not part of school uniform and should be actively discouraged for all students.</p> <p>Students will supply an appropriate <b>APRON</b> and <b>HAIR COVERING</b> for practical lessons.</p>	

<b>Food Technology 2</b>	<b>Course Cost: \$100.00 per Year plus apron and hair covering and any excursion costs.</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Is for students to learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (food preparation and processing, nutrition and consumption) will be studied The major emphasis of the Food Technology syllabus is on students exploring food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.</p>	
<p><b>Course Program:</b></p> <p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.</p> <p style="text-align: center;"><b>*Food Technology 2</b></p> <p style="text-align: center;">Food service and catering Food for special needs Food Trends Food equity</p>	
<p><b>Assessment:</b></p> <p>Students are assessed on their participation and performance in practical work, theory tests and assignments. Students may be required to complete a major food project.</p>	
<p><b>Special Features:</b></p> <p><b>SHOES:</b> The Department of Education and Communities has strict safety rules about shoes that are suitable for school wear. Tamworth High School has adopted, as part of its uniform code, the wearing of standard, lace-up, black school shoes with all leather uppers and enclosed leather tongue. <b>Sneaker style shoes</b> that have uppers that are composites of leather and vinyl or fabric, <b>do not meet safety requirements</b> and are not acceptable. Designer shoes and boots are not part of school uniform and should be actively discouraged for all students.</p> <p>Students will supply an appropriate <b>APRON</b> and <b>HAIR COVERING</b> for practical lessons.</p>	

<b>French Culture 1</b>	<b>Course Cost: Excursion costs plus cost of French cuisine unit if kitchen is available to cook.</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<b>Aims Of The Course:</b> <ul style="list-style-type: none"> <li>• To help understand French people and appreciate different lifestyles by the study of French Culture.</li> <li>• To learn about places in France to travel.</li> <li>• To learn about French culture and lifestyle.</li> <li>• To develop reading, writing, listening and speaking skills.</li> </ul>	
<b>Course Program</b> A variety of strategies will be used: <ul style="list-style-type: none"> <li>• Research assignment and projects.</li> <li>• Discussion.</li> <li>• Look at French Cuisine.</li> <li>• French film and literature.</li> <li>• Architecture.</li> <li>• A little bit of French history.</li> </ul> <p>This course is designed to help students develop an understanding of French culture and history and will help students who may wish to study French Beginners for the Higher School Certificate.</p>	
<b>Assessment:</b> A variety of tasks to be determined.	

<b>Graphics Technology 1</b>	<b>Course Cost: \$30.00 per year plus drawing equipment and any excursion costs.</b>														
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED															
<p><b>Aims Of The Course:</b> The aim is to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques including Computer Aided Drawing (CAD).</p>															
<p><b>Course Program:</b> Graphics Technology is an elective course that builds on the knowledge, skills and experiences developed in the study of Technology (years 7 &amp; 8). The major emphasis is on students being actively involved in the planning, development and production of quality graphical presentations in a range of media and areas of application.</p> <p style="text-align: center;"><b>Graphics Technology Module 1</b></p> <p style="text-align: center;"><b>Core</b></p> <p style="text-align: center;">Module 1 Module 2</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Students study two core modules and learn about,</td><td></td></tr> <tr> <td>Equipment</td><td>WH&amp;S</td></tr> <tr> <td>Australian drafting standards</td><td>CAD applications</td></tr> <tr> <td>Design</td><td>Principles in graphics</td></tr> <tr> <td>Applied geometry</td><td>Orthogonal drawing</td></tr> <tr> <td>Pictorial drawing</td><td>Rendering techniques</td></tr> <tr> <td>Product drawing</td><td></td></tr> </table>		Students study two core modules and learn about,		Equipment	WH&S	Australian drafting standards	CAD applications	Design	Principles in graphics	Applied geometry	Orthogonal drawing	Pictorial drawing	Rendering techniques	Product drawing	
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Product drawing															
<p><b>Assessment:</b> Major Project 40% - Class Work 30% - Yearly Exam 30%</p>															
<p><b>Special Features:</b> Drawing equipment to be purchased by students (approximate value \$30.00)</p>															

<b>Graphics Technology 2</b>	<b>Course Cost: \$30.00 per year plus drawing equipment and any excursion costs</b>												
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED													
<b>Aims Of The Course:</b> The aim is to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques including Computer Aided Drawing (CAD).													
<b>Course Program:</b> Graphics Technology is an elective course that builds on the knowledge, skills and experiences developed in the study of Technology (years 7 & 8). The major emphasis is on students being actively involved in the planning, development and production of quality graphical presentations in a range of media and areas of application.													
<p style="text-align: center;"><b>Graphics Technology Module 2</b></p> <p style="text-align: center;"><b>Option Modules</b></p> <p>Choose from:-</p> <table> <tbody> <tr> <td>Architectural drawing</td><td>Engineering drawing</td></tr> <tr> <td>Australian Architecture</td><td>Cabinet and Furniture drawing</td></tr> <tr> <td>Computer Aided Design and Drafting (CAD)</td><td>Cartography and Surveying</td></tr> <tr> <td>Computer animation</td><td>Graphic design and communication</td></tr> <tr> <td>Landscape drawing</td><td>Pattern design</td></tr> <tr> <td>Product illustration</td><td>Technical Illustration</td></tr> </tbody> </table>		Architectural drawing	Engineering drawing	Australian Architecture	Cabinet and Furniture drawing	Computer Aided Design and Drafting (CAD)	Cartography and Surveying	Computer animation	Graphic design and communication	Landscape drawing	Pattern design	Product illustration	Technical Illustration
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<b>Assessment:</b> Major Project 40% - Class Work 30% - Yearly Exam 30%													
<b>Special Features:</b> Drawing equipment to be purchased by students (approximate value \$30.00)													

<b>Industrial Technology – Electronics 1</b>	<b>Course Cost: \$95.00 per year plus personal protective equipment any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology- Electronics is on students being actively involved in the planning, development and construction of quality <b>electronic practical projects</b>. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in electronics.</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Electronics Module 1</b> <b>Core Modules</b></p> <p style="text-align: center;">Circuits and Components 1 Circuits and Components 2</p> <p><b>Practical Projects:</b> Electronic circuits and kits, electronic controlled devices, robotic projects, computer systems, work undertaken on isolated computer components.</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Electronics 2</b>	<b>Course Cost: \$95.00 per year plus Personal Protective Equipment any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology- Electronics is on students being actively involved in the planning, development and construction of quality <b>electronic practical projects</b>. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in electronics.</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Electronics Module 2</b> <b>Core Modules</b></p> <p style="text-align: center;">Circuits and Components 3 Circuits and Components 4</p> <p><b>Practical Projects:</b> Electronic circuits and kits, electronic controlled devices, robotic projects, computer systems, work undertaken on isolated computer components.</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Engineering 1</b>	<b>Course Cost: \$40.00 per year plus Personal Protective Equipment any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Engineering is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in engineering</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Engineering Module 1</b></p> <p style="text-align: center;"><b>Core Modules:</b></p> <p style="text-align: center;">Engineering 1 Structures Engineering 2 Mechanisms</p> <p><b>Practical Projects:</b> Small structures, small vehicles, a range of devices and appliances, robotic projects, electronic and mechanical control systems</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Engineering 2</b>	<b>Course Cost: \$40.00 per year plus Personal Protective Equipment any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Engineering is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in engineering</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Engineering Module 2</b></p> <p style="text-align: center;"><b>Specialised Modules:</b></p> <p style="text-align: center;">Engineering 3 Control Systems Engineering 4 Alternative Energy</p> <p><b>Practical Projects:</b> Small structures, small vehicles, a range of devices and appliances, robotic projects, electronic and mechanical control systems</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Metal 1</b>	<b>Course Cost: \$70.00 per year plus Personal Protective Equipment any major work and excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Metal Work is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in metal work</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Metal Module1</b></p> <p style="text-align: center;"><b>Core Modules</b></p> <p style="text-align: center;">General Metal 1 General Metal 2</p> <p><b>Practical Projects:</b> Sheet metal products, metal machining projects, fabricated projects, jewellery and accessories</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Metal 2</b>	<b>Course Cost: \$70.00 per year plus Personal Protective Equipment any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Metal Work is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in metal work</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Metal Module 2</b></p> <p style="text-align: center;"><b>Specialised Modules</b></p> <p style="text-align: center;">Metal Machining 3 Fabrication 3</p> <p><b>Practical Projects:</b> Sheet metal products, Metal machining projects, Fabricated projects, Artistic metal projects, Jewellery and accessories</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology – Multi Media 1</b>	<b>Course Cost: Any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology - Computers (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Multi Media is on students being actively involved in the planning, development of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in multi media</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Multi Media 1</b></p> <p style="text-align: center;"><b>Core Modules:</b> Multi Media 1 Multi Media 2</p> <p><b>Practical Projects:</b> Photoshop, Individual photographic images, photographic presentations, brochures incorporating photographic images, photo journals, computer animations and web pages</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> It is NOT essential to have a computer at home.</p>	

<b>Industrial Technology – Multi Media 2</b>	<b>Course Cost: Any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology is an elective course that builds on the knowledge, skills and experiences developed in Technology - Computers (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Multi Media is on students being actively involved in the planning, development of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in multi media</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Multi Media 1</b></p> <p style="text-align: center;"><b>Core Modules:</b></p> <p style="text-align: center;">Multi Media 1 Multi Media 2</p> <p><b>Practical Projects:</b> Photoshop, individual photographic images photographic presentations, brochures incorporating photographic images photo journals, computer animations and web pages</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> It is NOT essential to have a computer at home.</p>	

<b>Industrial Technology - Timber 1</b>	<b>Course Cost: \$70.00 per year plus Personal Protective Equipment, any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology – Timber is an elective course that builds on the knowledge, skills and experiences developed in Technology – Wood Work (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Wood Work is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in wood work.</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Timber Module1</b></p> <p style="text-align: center;"><b>Core Modules</b></p> <p style="text-align: center;">General Wood 1 General Wood 2</p> <p><b>Practical Projects</b> Furniture items, Decorative timber products, storage and transportation products, small stepladders or similar, Storage and display units</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Industrial Technology - Timber 2 (Specialised Modules)</b>	<b>Course Cost: \$70.00 per year plus Personal Protective Equipment, any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b> Industrial Technology – Timber is an elective course that builds on the knowledge, skills and experiences developed in Technology – Wood Work (Years 7 &amp; 8).</p>	
<p><b>Course Program:</b> The major emphasis of Industrial Technology – Wood Work is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of <b>theoretical</b> and <b>practical</b> experiences to develop knowledge and skills in wood work.</p> <p>A <b>Project Report</b> is required for each practical project completed and will form part of the overall assessment of each module.</p> <p style="text-align: center;"><b>Industrial Technology – Timber Module2</b></p> <p style="text-align: center;"><b>Specialised Modules</b></p> <p style="text-align: center;">Cabinetwork 3 Cabinetwork 4</p> <p><b>Practical Projects</b> Furniture items, decorative timber products, storage and transportation products, storage and transportation products, small stepladders or similar storage and display units.</p>	
<p><b>Assessment:</b> Theory Topic Test 20% - Practical Projects 50% - Folios 30%</p>	
<p><b>Special Features:</b> Due to Work Health &amp; Safety regulations, students will supply their own Personal Protective Equipment which includes: ear &amp; eye protection, leather shoes and an apron.</p>	

<b>Information and Software Technology – (Computing Studies) 1</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of the Information and Software Technology is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.</p>	
<p><b>Course Program:</b></p> <p>Information and Software Technology Years 7–10 is an elective course which builds upon the knowledge, skills and experiences developed in Technology – Computers (<i>Years 7 &amp; 8</i>) and through Information and Communication Technologies (ICT) content embedded across the curriculum. This course integrates the study of core content within the context of options delivered through projects.</p> <p><b>Core and Specialised Modules:</b></p> <ul style="list-style-type: none"> <li>▪ Design, Produce and Evaluate</li> <li>▪ Data Handling</li> <li>▪ Hardware</li> <li>▪ Past, Current and Emerging Technologies</li> <li>▪ Software.</li> </ul> <p><b>Practical Projects:</b></p> <ul style="list-style-type: none"> <li>▪ Artificial Intelligence, Simulation and Modelling</li> <li>▪ Authoring and Multimedia</li> <li>▪ Database Design</li> <li>▪ Digital Media</li> <li>▪ Internet and Website Development</li> <li>▪ Networking Systems</li> <li>▪ Robotics and Automated Systems</li> <li>▪ Software Development and Programming.</li> </ul>	
<p><b>Assessment:</b></p> <p>Assignment Work 20% - Unit tests 20% - Projects 60%</p>	
<p><b>Special Features:</b></p> <p>It is NOT essential to have a computer at home</p>	

<b>Information and Software Technology – (Computing Studies) 2</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of the Information and Software Technology is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.</p>	
<p><b>Course Program:</b></p> <p>Information and Software Technology Years 7–10 is an elective course which builds upon the knowledge, skills and experiences developed in Technology – Computers (<i>Years 7 &amp; 8</i>) and through Information and Communication Technologies (ICT) content embedded across the curriculum. This course integrates the study of core content within the context of options delivered through projects.</p> <p><b>Core and Specialised Modules:</b></p> <ul style="list-style-type: none"> <li>▪ Design, Produce and Evaluate</li> <li>▪ Data Handling</li> <li>▪ Hardware</li> <li>▪ Past, Current and Emerging Technologies</li> <li>▪ Software.</li> </ul> <p><b>Practical Projects:</b></p> <ul style="list-style-type: none"> <li>▪ Artificial Intelligence, Simulation and Modelling</li> <li>▪ Authoring and Multimedia</li> <li>▪ Database Design</li> <li>▪ Digital Media</li> <li>▪ Internet and Website Development</li> <li>▪ Networking Systems</li> <li>▪ Robotics and Automated Systems</li> <li>▪ Software Development and Programming.</li> </ul>	
<p><b>Assessment:</b></p> <p>Assignment Work 20% - Unit tests 20% - Projects 60%</p>	
<p><b>Special Features:</b></p> <p>It is NOT essential to have a computer at home</p>	

<b>Music 1 / Music 2</b>	<b>Course Cost: Any instrument hire, tuition fees and additional excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>This course has been designed to engage students in practical music making. It is aimed towards students who simply enjoy music and for those who may be interested in pursuing music as a career. Music encourages the desire to learn in formal and informal settings, sharing ideas and experiences which will enhance their musical potential and ability.</p>	
<p><b>Course Program:</b></p> <p>The course uses performance, composition, listening, group work and individual tasks to engage students in practical music making within the classroom.</p> <p>Whilst focusing on instrumental skills development, students will explore a variety of musical styles ranging from 21<sup>st</sup> Century Contemporary (inclusive of Jazz, Rock, Blues and Musical Theatre) through to Art Music (inclusive of Baroque, Classical, Romantic).</p> <p>Students will compose music in a variety of styles and perform as a soloist and/or in an ensemble. They will also have the opportunity to explore a range of technological applications</p> <p>Students will be engaged in practical learning experiences, which enhance their understanding of musical concepts.</p>	
<p><b>Assessment:</b></p> <p>Assessment will include:</p> <ul style="list-style-type: none"> <li>▪ Performance</li> <li>▪ Listening Tasks</li> <li>▪ Verbal Tests</li> <li>▪ Written Tests</li> </ul> <p><b>Composition Assignments</b></p>	
<p><b>Special Features:</b></p> <p>School instruments are available for <i>hire</i> at a fee of \$15.00 per term. Lessons are a requirement of hiring an instrument. Lessons can be completed through a variety of ways, including private tuition with Tamworth Regional Conservatorium of Music.</p>	

<b>Photographic and Digital Media 1 / Photographic and Digital Media 2</b>	<b>Course Cost: \$20.00 per year plus any major work and excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Photographic and Digital Media provides specialised learning opportunities which enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.</p> <p>Through these learning opportunities, students develop the skills to create and manipulate still and moving images, using a range of technologies. As the broad areas of photography and digital media have become fundamental to modern life, this course also enhances a students' overall knowledge of the world and their notions of cultural and self-identity</p>	
<p><b>Course Program:</b></p> <ul style="list-style-type: none"> <li>▪ The creation and investigation or Photography and Digital Media using three key course components; Practice, Conceptual Framework and the Frames.</li> <li>▪ Camera techniques</li> <li>▪ Composition guidelines</li> <li>▪ Manipulating/Editing images/ Video</li> <li>▪ Printing/Mounting/Presenting images</li> <li>▪ Narrative/storyboard construction</li> <li>▪ Animation/Digital Image creation</li> <li>▪ Critical evaluation of significant Photomedia artists</li> <li>▪ Historical exploration of significant Photomedia artists</li> <li>▪ The use of a Process Diary</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ Process Diary (documenting the exploration of ideas and practices)</li> <li>▪ Body of Photographic/Digital Media work</li> <li>▪ Historical Research Tasks</li> <li>▪ Critical Evaluations</li> </ul>	
<p><b>Special Features:</b></p> <p>This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course. The use of technology, laptops, ipads and digital cameras is significant throughout.</p>	

<b>Physical Activities and Sports Studies 1</b>	<b>Course Cost: \$50.00 per year to cover excursions</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of this course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students will develop personal skills to participate in physical activity, with confidence and enjoyment</p>	
<p><b>Course Program:</b></p> <p>The course has a strong focus on learning through movement and content in organised modules within the following three Areas of Study:</p> <ul style="list-style-type: none"> <li>▪ Foundations of Physical Activity</li> <li>▪ Physical Activity and Sport in Society</li> <li>▪ Enhancing Participation and Performance</li> </ul> <p style="text-align: center;"><b>Pass 1</b></p> <p style="text-align: center;">Body Systems Get Fit Get Active Issues in Sport Outdoor Challenge Ultimate Sports Football Badminton</p>	
<p><b>Assessment:</b></p> <p>Students are assessed on their participation and performance in practical work, theory tests and assignments. Students may be required to complete a personal interest project on a sport or game of their choice</p>	
<p><b>Special Features:</b></p> <p>Students choosing this course should have demonstrated an interest in PD/H/PE in Years 7 and 8, and should have an interest in being physically active. Due to the practical nature of this subject, sports clothing is required for practical lessons.</p>	

<b>Physical Activities and Sports Studies 2</b>	<b>Course Cost: \$50.00 per year to cover excursions</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of this course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students will develop personal skills to participate in physical activity, with confidence and enjoyment</p>	
<p><b>Course Program:</b></p> <p>The course has a strong focus on learning through movement and content in organised modules within the following three Areas of Study:</p> <ul style="list-style-type: none"> <li>▪ Foundations of Physical Activity</li> <li>▪ Physical Activity and Sport in Society</li> <li>▪ Enhancing Participation and Performance</li> </ul> <p style="text-align: center;"><b>*Pass 2</b></p> <p style="text-align: center;">Participating with Safety Coaching Technology and Sport Sports Etiquette Event Management International Sports Volleyball</p>	
<p><b>Assessment:</b></p> <p>Students are assessed on their participation and performance in practical work, theory tests and assignments. Students may be required to complete a personal interest project on a sport or game of their choice</p>	
<p><b>Special Features:</b></p> <p>Students choosing this course should have demonstrated an interest in PD/H/PE in Years 7 and 8, and should have an interest in being physically active. Due to the practical nature of this subject, sports clothing is required for practical lessons.</p>	

<b>Textiles Technology 1</b>	<b>Course Cost: \$20.00 per year plus fabric</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects. By examining the work of designer's students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use</p>	
<p><b>Course Program:</b></p> <p>The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.</p> <p style="text-align: center;"><b>Textiles 1</b> Apparel Furnishings</p>	
<p><b>Assessment:</b></p> <p>Assessments include design folios, library research assignments, experimental processes, unit tests and practical garment construction.</p>	
<p><b>Special Features:</b></p> <p>Fabrics, patterns and notions for garment construction are supplied by the individual student for each design brief. Each student will need the following personal equipment – pins, Bernina bobbin, small pair of scissors, unpicker, pincushion.</p> <p><b>SHOES:</b> The Department of Education and Communities has strict safety rules about shoes that are suitable for school wear. Tamworth High School has adopted, as part of its uniform code, the wearing of standard, lace-up, black school shoes with all leather uppers and enclosed leather tongue. <b>Sneaker style shoes</b> that have uppers that are composites of leather and vinyl or fabric, <b>do not meet safety requirements</b> and are not acceptable. Designer shoes and boots are not part of school uniform and should be actively discouraged for all students.</p>	

<b>Textiles Technology 2</b>	<b>Course Cost: \$20.00 per year plus fabric</b>
Module Rules: SEQUENTIAL (Module 1 & 2) / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects. By examining the work of designer's students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use</p>	
<p><b>Course Program:</b></p> <p>The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.</p> <p style="text-align: center;"><b>*Textiles 2</b></p> <p style="text-align: center;">Textile Arts Non-apparel Costume</p>	
<p><b>Assessment:</b></p> <p>Assessments include design folios, library research assignments, experimental processes, unit tests and practical garment construction.</p>	
<p><b>Special Features:</b></p> <p>Fabrics, patterns and notions for garment construction are supplied by the individual student for each design brief. Each student will need the following personal equipment – pins, Bernina bobbin, small pair of scissors, unpicker, pincushion.</p> <p><b>SHOES:</b> The Department of Education and Communities has strict safety rules about shoes that are suitable for school wear. Tamworth High School has adopted, as part of its uniform code, the wearing of standard, lace-up, black school shoes with all leather uppers and enclosed leather tongue. <b>Sneaker style shoes</b> that have uppers that are composites of leather and vinyl or fabric, <b>do not meet safety requirements</b> and are not acceptable. Designer shoes and boots are not part of school uniform and should be actively discouraged for all students.</p>	

<b>Visual Arts 1 / Visual Arts 2</b>	<b>Course Cost: \$30.00 per year plus any workshops, materials, major work and excursion costs</b>
Module Rules: NON-SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>The aim of the Visual Arts course is to enable students to create and understand artworks. Students explore a range of materials and forms such as painting, drawing, printmaking, sculpture and ceramic to strengthen their artmaking abilities and equip them with the confidence and skills to develop bodies of work. They also study a selection of significant artists, styles and cultures from various places and times including Aboriginal and Australian art.</p>	
<p><b>Course Program:</b></p> <ul style="list-style-type: none"> <li>▪ The creation and investigation of art using three key course components; Practice, Conceptual Framework and the Frames</li> <li>▪ The use of a Process Diary to explore, record and experiment with ideas and materials</li> <li>▪ The making of art two dimensionally, through Drawing, Painting, Mixed Media Collage and Printing</li> <li>▪ The making of art three dimensionally, through Sculpture, ceramics and Exhibition Design</li> <li>▪ Historical studies which focus on enriching student's knowledge of significant artists, movements and cultural periods</li> <li>▪ Critical Writing.</li> </ul>	
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>▪ Process Diary (documenting the exploration of ideas and practices)</li> <li>▪ Body of Work</li> <li>▪ Historical Research Tasks</li> <li>▪ Critical Evaluations.</li> </ul>	
<p><b>Special Features:</b></p> <p>This Stage 5 course builds on the Stage 4 Visual Arts mandatory course and is a great introduction to the Visual Arts Higher School Certificate course. Excursions to galleries and attendance at specific artmaking workshops also take place</p>	

<b>Work Education 1 / Work Education 2</b>	<b>Course Cost: Any excursion costs</b>
Module Rules: SEQUENTIAL / VERTICALLY INTEGRATED	
<p><b>Aims Of The Course:</b></p> <p>This course provides educational opportunities that prepare students for effective and responsible participation in the workplace and the community.</p> <p>It aims to develop:</p> <ul style="list-style-type: none"> <li>▪ employability</li> <li>▪ enterprise</li> <li>▪ pathways planning skills</li> </ul>	
<p><b>Course Program:</b></p> <p>The Core consists of:</p> <p style="text-align: center;"><b>Work Education 1</b></p> <p style="text-align: center;"><b>The Options will be chosen from:</b></p> <p style="text-align: center;">Preparing Futures Workplace Safety Managing Finances Learning about the Workplace</p>	
<p><b>Assessment:</b></p> <p>Assessment will be based on:</p> <ul style="list-style-type: none"> <li>▪ Fieldwork activities</li> <li>▪ Peer assessment</li> <li>▪ Presentations</li> <li>▪ Research assignments and projects</li> <li>▪ Workplace reports</li> </ul>	
<p><b>Special Features:</b></p> <p>This course may involve work placement for students so that they can gain first-hand knowledge of the work environment. Other features will include guest speakers and a number of visits to places of work.</p>	