Prospect High School
Grade 9/10 Subject Selection

Your Guide to 2015
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GRADE 9 CURRICULUM STRUCTURE
- Five compulsory subjects: English, Maths, Science, History and Health & Physical Education
- Three optional subjects
- Grade Time: grade assemblies, recreational programs, future pathways for subjects and careers, social and emotional learning

GRADE 10 CURRICULUM STRUCTURE
- Five compulsory subjects: English, Maths, Science, History and Health & Physical Education
- Three optional subjects
- Grade Time: grade assemblies, recreational programs, future pathways for subjects and careers, social and emotional learning

GRADE TEAMS
Each student has a Care Teacher who checks their attendance each morning, oversees their overall program and helps out with any general issues that arise at school. The Care Teachers work in collaboration with the Grade Leaders and the Grade Assistant Principal. The teams of teachers on each grade meet once per week for the purposes of overseeing the overall program of the grade and providing support to students as and when required.

AUSTRALIAN CURRICULUM AND TASMANIAN CURRICULUM
We are in a process of changing from the Tasmanian Curriculum to the Australian Curriculum.

In 2015, English, Maths, Science, History and Health & Physical Education will be using Australian Curriculum documents to design teaching and learning programs and for assessment of student performance. All other subjects will be using the Tasmanian Curriculum documents for 2015 but they will change to Australian Curriculum documents over the next few years.

This change will not affect the overall structure of the curriculum. The learning areas are basically the same under both curricula although some slightly different terminology is used for the names of these learning areas. What will change is the alignment between what is taught in different states right across Australia.

PATHWAYS
Learning areas have defined possible learning pathways from grade 9 to Year 12. In year 11 and 12 pre-tertiary subjects are identified as Level 3 (L3) and are used to calculate scores for university entrance. Students should be mindful of selecting subjects that will not only keep their learning pathways open, but also lead into their desired field of study in the future. We strongly recommend that students study subjects from a wide variety of different learning areas so that they keep their options open as long as possible.

COURSE SELECTION CONSULTATION
The Grade 8 and 9 Pastoral Care teams will help to ensure students have a clear understanding of the choices to be made. This Course Selection Handbook contains information about particular subjects. Parents who wish to consult with Care teachers or seek further information about specialist subjects are welcome to contact the school by telephone for advice or an appointment with a relevant staff member.

Each Course Selection Form will require the signatures of the student, a parent and the Care teacher to ensure that appropriate advice has been taken into consideration. Any future changes to a student’s subject selection will also require written consent from a parent or guardian.
COURSE ALLOCATION

Every effort will be made to give students the subjects requested. However, classes can only be formed if there is sufficient demand. As well, some subject combinations will clash. When this occurs students will have the opportunity to negotiate another choice. For this reason please indicate two additional ‘reserve’ choices on the selection sheet.

OPTION SUBJECT COSTS AND LEVIES

This booklet does not include levies for individual subjects; these costs are built into a single whole school composite levy for grades 9/10 in consultation with the School Association and in line with Department of Education policy. The composite levy covers the cost of most student options and includes a recreation/winter sport program for all students.

Optional subjects which attract an additional levy due to the nature of the course, high running costs and external charges are detailed in subject course notes.

The Department of Education has a policy which covers levy costs for families who qualify for the Student Assistance Scheme (STAS). This policy requires all costs associated with compulsory subjects and activities to be advised and charged to all parents at the beginning of the year. The school is also required to offer terms for payment over a period of time. In line with this policy parents will receive details about the full cost payable ‘up-front’. The school wishes to advise that

- this is department policy
- it reflects advice from families preferring ‘up-front’ payment to weekly costs
- families qualifying for STAS are not required to pay Composite Levies. However, payment will be invoiced for optional subjects and activities attracting a levy in this course booklet for example Vet Cookery, optional excursions, music tuition, photos etc. See subject notes.

COMPLETING YOUR SUBJECT CHOICES ON THE COURSE SELECTION FORM (this will be provided as a separate sheet)

Record your 8 subject choices plus two additional or ‘reserve’ subject choices as it may not be possible to allocate every desired subject due to timetable restrictions.

The Course Selection Form is to be returned to your Care Teacher by FRIDAY, AUGUST 29th.

Students who return this form by Friday August 29th will be given preference over students who do not meet this deadline when students are allocated to classes in 2015.
English is a compulsory subject for all students in Grades 9 and 10.

**Subjects Available**

- 9 English
- 10 English
- 9/10 English Writing (Option)

NB: Students can select English Writing in addition to Gr 9 English and Gr 10 English. This is an optional subject.

**Summary of Course Content**

**9 & 10 English**

At Prospect High School, English is the study, application and celebration of English language and literature. Consisting of three interrelated elements – language, literature and literacy – our English teaching-learning program ensures that all students become effective and confident communicators, imaginative and critical thinkers, and informed citizens. Students will develop their capacity to speak, listen, read, view, write and represent with confidence for a wide range of audiences and purposes. This course is appropriate for all ability levels and provides a suitable pathway to all Year 11 English courses.

**English Writing**

This course is suitable for all ability levels. It covers a wide range of different forms and styles of writing – both imaginative and informative – such as short story, poetry, news articles, monologues, memoires, brochures, etc. Students will complete a personal portfolio of work that includes a wide variety of text types and topics, and which shall be used for assessment purposes.

**Pathways**

![Pathway Diagram](image-url)
9 ENGLISH AND 10 ENGLISH

The English course develops students’ literacy skills and encourages students to make meaning of the world around them through exploring a variety of texts, including novels, plays, poetry, mass media and film. Students will explore a range of pre-20th Century and contemporary texts. By studying texts that represent the diversity of human experience, students develop the capacity to better understand themselves, others and the world in which they live. They will engage in various forms of writing, including creative and critical responses. Students will also have the opportunity to develop skills in writing in essay format. Students’ speaking and listening skills will be developed through participation in discussion, role play, debates and oral presentations. The inquiry process will be used to investigate a range of ideas and issues relevant to life in the twenty-first century. Students will have opportunities to engage in some independent and negotiated learning. A personalised reading program will be an important aspect of the course, as will supporting students to develop strategies to improve their fluency and comprehension.

Course Objectives: It is intended students will:
- develop the ability to communicate clearly in oral, written and visual forms
- develop confidence in their ability to create their own imaginative, informative and persuasive texts
- use reading, writing, viewing, speaking and listening as inter-related and enjoyable processes
- develop speaking and listening skills
- become aware that texts may be used in varying ways and for different purposes and audiences
- explore ideas and issues through texts
- understand that written and visual texts shape/reflect our cultural values
- increase their ability to explore, develop and express opinions

Selection Considerations: English is a compulsory subject in Grade 9 and 10.

Equipment Supplied: 2 Exercise books, Display folder

Enquiries: Mr David Shorter

ENGLISH WRITING

Courses Available: 9/10 English Writing (Option)

Course Objectives: It is intended students will:
- learn to view all experience as a resource for writing
- use reading, writing, viewing, speaking and listening as inter-related and enjoyable processes
- match writing strategies, genres and techniques to specific audiences and purposes
- read and respond to a variety of texts
- compose texts using modern technologies
- work constructively with others
- plan, organise and reflect on their own learning
• understand the power of language in communicating ideas, feelings and identity

Content: Through this course, students will develop a variety of skills and techniques required to become successful writers. Students will study writers and their work; the craft of writing; a wide range of ideas, issues and texts; and topics and genres of personal interest. Students need to be prepared to write in range of text types and styles. They also need to be aware that effective writers read regularly and broadly, and this will be a key focus of the course. Students will develop a personal writing portfolio.

Selection Considerations: This course can be taken in Grade 9 or 10. With negotiation and clear evidence of commitment to the course, it may be possible to study English Writing in both Grades 9 and 10.

Students must enjoy reading and writing and be prepared to spend the majority of their class time reading and writing. It is also important that they are prepared to work well independently, participate in group activities, share their work and help others.

Equipment Supplied: Writing journal, display folder

Enquiries: Ms Allison Edwards
Subjects Available
9 Mathematics
9 Mathematics Extension
Mathematics Stage 9A

10 Mathematics
10 Mathematics Extension
Mathematics Stage 10A

Please note that it is compulsory to study 9 Mathematics or 9 Mathematics Extension in Grade 9. The same applies in Grade 10. Students should ask their Maths teacher about the most suitable course for them.

Equipment: 2 Exercise books, Scientific Calculator (supplied in Grade 7)

Pathways
MATHEMATICS

The Mathematics courses in Grades 9 and 10 are designed to help students deal effectively with everyday life situations and they are also designed to prepare students adequately for apprenticeships, TAFE, non-pre-tertiary college courses in Grade 11 and most work situations. These courses are at the standard expected by the Australian Curriculum, i.e. C Standard.

MATHEMATICS EXTENSION

The Mathematics Extension courses in Grades 9 and 10 are designed to help students who are interested in a pathway to applied pre-tertiary college courses in Year 11 and hence to applied mathematics courses at university. These courses go into more depth and are above the standard expected by the Australian Curriculum. Students who are interested in going beyond the expected standard of the curriculum and achieving a B or A rating for maths should choose the Mathematics Extension courses in Grades 9 and 10.

Please Note: Students must choose either Mathematics or Mathematics Extension in Grade 9 and 10.

MATHEMATICS STAGE 10A

Courses Available: This is an optional course available for Year 10 or 11 students. The syllabus is designed for students who are aiming to undertake tertiary studies in mathematics or the physical sciences and it also gives students a much better chance of achieving an A or B rating in their normal maths class. This course is essential for students who are planning to study Mathematics Specialised in Year 12 and engineering at university. The course is available at college but it is an advantage for students to have completed this first syllabus in Year 10 if possible. The subsequent courses at college are Maths Methods 3 and Maths Specialised.

Course Objectives

General: Through studying Mathematics Stage 10A students will
• gain deeper insight into the structures of mathematics
• meet intellectually challenging situations
• develop desirable attitudes towards mathematics
• work constructively at mathematical tasks presented as problems in real world contexts
• present solutions in a clear and logically-argued manner
• present ideas about proof

Selection Considerations: This course is available to Grade 10 students only. Students who study Mathematics Stage 10A must also be studying 10 Mathematics Extension.

Equipment Supplied: 3 exercise books
Scientific calculator (supplied in Grade 7)

Enquiries: Mr James, Mr Stocks, Mr Baty, Mr Uko.
MATHEMATICS STAGE 9A

Courses Available: This optional course is available for Grade 9 students. It is a school based course (not an official Australian Curriculum course) to help prepare students for Mathematics Stage 10A in Grade 10. Students who are considering choosing Mathematics Stage 10A in Grade 10 are strongly encouraged to prepare themselves well by doing Mathematics Stage 9A in Grade 9. Studying Mathematics Stage 9A also gives students a much better chance of achieving an A or B rating in their normal maths class.

Selection Considerations: This course is available to Grade 9 students only. **Students who study Mathematics Stage 9A must also be studying 9 Mathematics Extension.**

Equipment Supplied: 3 exercise books
Scientific calculator (supplied in Grade 7)

Enquiries: Mr James, Mr Stocks, Mr Baty, Mr Uko.

Notes:
The Science Extension course is the more demanding course and will focus on preparing students for pre-tertiary studies in Science at College level. Students who are aiming for an A or B achievement rating must do Science Extension in Grade 9/10.
Course Objectives: Students will be able to:

- develop problem solving and decision making skills to everyday questions involving science and technology
- develop confidence in using quantified scientific information as a basis for making decisions
- understand the relationship of technological and scientific developments to social issues
- develop a life-long interest and enthusiasm for science
- develop a critical attitude towards popular scientific reporting
- appreciate the role of science and technology as a human endeavour and in the development of societies
- become aware of the impact of science applications on the environment including sustainability
- persevere
- develop communication skills
- develop inquiry skills

Content:

Grade 9
Science Inquiry Skills
Science as a Human Endeavour
Science Understanding
- Body Systems
- Ecosystems
- Chemical reactions
- Tectonic theory
- Energy

Grade 10
Science Inquiry Skills
Science as a Human Endeavour
Science Understanding
- Inheritance and evolution
- Chemical equations
- Rates of reaction
- The Universe
- Global systems
- Energy transformations
- Motion

Selection Considerations: There is an appropriate Science course for each student. Science is a required qualification for most apprenticeships and further Science study in Years 11 and 12 is required for many career paths. Students are strongly advised to continue Science study to the extent of their ability in the subject.

Equipment Supplied: 2 Exercise books and 1 display folder
Scientific calculator (supplied in Grade 7)

Enquiries: Ms Everson or your Science teacher.
SCIENCE

Course objectives: The aim of this course is to provide students with real-life applications of Science which are exciting, engaging and relevant to their lives. Students will learn scientific skills in a variety of practical investigations. They will appreciate the role of Science applications to our world.

Content: The content covered in this course is similar to that in the Science Extension courses (see outline for grades 9 and 10 below) but Science has a more practical approach to this content and doesn’t go into as much theoretical depth.

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Selection Considerations: This is an intermediate Science course which is a required qualification for most apprenticeships. Please see your Pathway Planner to check if Science is suitable for particular apprenticeships, e.g. electrician. Further study of Science in Years 11 and 12 is required for many career paths. Students are strongly advised to continue Science study to the extent of their ability in the subject.

Equipment: 2 Exercise books and 1 display folder
Scientific calculator (supplied in Grade 7)

Enquiries: Ms Everson or your Science teacher
LEARNING AREA

HISTORY AND GEOGRAPHY

Subjects Available
9 History (Compulsory)
10 History (Compulsory)
9/10 Geography (Option)
9/10 Contemporary Issues (Option)

Pathways

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Rationale:
Humanities and Social Sciences provide students with opportunities to participate as informed and responsible citizens. Learning opportunities in History and Geography enable students to make meaning of their learning in the context of their whole lives, develop a system of personal values, and act to promote democracy, social justice and ecological sustainability. Policy makers have identified History and Geography as a key learning area along with Mathematics/numeracy, Science and English/literacy. Technology is recognised as an integral part of all subjects.

Grade 9 and 10 History and Geography will be a compulsory subject in 2014.

Notes:
9 HISTORY

Students will develop a greater understanding of society and the world around them. Skills will be developed in a range of areas such as writing, presentation of knowledge and research. This is a generic course designed to incorporate National curriculum requirements for History.

Content: -

History: The making of the modern world.

The Grade 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

Key inquiry questions:
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War 1?

Students will undertake an in-depth study from:
1. Making a better world? (ONE of progressive ideas and movements, The industrial revolution, Movement of peoples)
2. Australia and Asia (ONE of Asia and the world, Making a nation)
3. World War 1

Assessment: - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

Future Pathways: - This course will provide students with a better understanding of the world around them. It is a foundation for moving into Grade 10 courses and to undertake further studies in Grade 11 and 12. Career opportunities may include: Politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

Enquiries: Mr Allan Warren, Ms Sandra De Paoli
10 HISTORY

Students will develop an understanding of the modern world through historical inquiry and a geographical perspective. Students will inquire into ways in which they can positively influence their world as active local, national and global citizens by encouraging them to question why things are the way they are, to investigate issues and to evaluate alternative, more sustainable futures.

Content:
History: The Modern World and Australia.

The Grade 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

Key inquiry questions:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students will undertake at least one depth study:
1. World War II
2. Rights and Freedoms
3. The globalising world (ONE of Popular culture, the environment movement, Migration experiences).

Assessment: - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.
Future Pathways: - This course will provide students with a better understanding of the world around them. It is a foundation to undertake further studies in Year 11 and 12. Career opportunities may include: Politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

Equipment: I Exercise book and I display folder
Enquiries: Mr Allan Warren, Ms Sandra De Paoli
Students at Prospect in both grade 9 and 10 will study core curriculum concepts from the proposed Geography curriculum. Students will undertake study in 2 strands: Environmental characteristics and Human Characteristics. Although the strands are the same for each grade the focus for grade 9 is different to that of grade 10. In the event of the need for combined classes, students will study the generic concepts and be offered different inquiry based topics.

**Geo-Literacy:**
A major plan for our study program will be to encourage students to become geo-literate. Geo-literacy is the understanding of Earth systems and interconnections that we all need to make good decisions. Whether we are making decisions about where to live, what precautions to take for natural hazards, or how to set up a manufacturing supply chain, we are all called upon to make decisions that require geo-literacy throughout our lives.

Geography is clearly more than just dots on a map. So, what is geography?
Geography is interdisciplinary—it incorporates bits and pieces from the fields of science, arts, health, humanities, law, business, engineering, and technology. The “geographic perspective” (a way to understand a topic or area using spatial relationships) focuses these bits and pieces into a dynamic kaleidoscope of ideas and data. Geography is something you do, not just something you know.

Those who study geography identify relationships between these varied subjects, graft those relationships onto a geographic space, and explain why certain systems are where they are. A common shorthand for geography is “the why of where.”

**Environmental sub-strand:**
In Grade 9 the focus is on landscapes and resources. Students may study geomorphology and the human use of landscapes. Other areas may include a study of a particular landscape, coastal hazards, landscapes and tourism, landscape conservation and restoration, mining and indigenous communities.

In Grade 10 the focus is on sustainability to include a deeper understanding of the ways that humans are dependent on the biophysical environment for their survival; an investigation of natural and human induced environmental change; an examination of the meaning of environmental sustainability; and a review of the sustainability status of Australian and world environments including the oceans.

**Human Characteristics sub-strand:**
In Grade 9 the focus is on livelihoods and lifestyles. Investigative topics may include: studies of transnational corporations such as Google and Facebook – why they are located in one place and why computers are designed in America but made in China.

In Grade 10 the focus is on the geography of human wellbeing. Investigative topic might include global patterns in health and poverty, the geography of crime, tourism, consumption, human rights, studies in development geography, and locational disadvantage.
Assessment: - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

Future Pathways: - This course will provide students with a better understanding of the world around them. It is a foundation for moving into Grade 10 courses and to undertake further studies in Grade 11 and 12. Career opportunities may include: Politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

Enquiries: Mr Allan Warren, Ms Sandra De Paoli

9/10 CONTEMPORARY ISSUES.

(Geography, Legal and Business Studies and Student Directed Inquiry)

Students studying this course will develop a greater understanding of society and the world around them, which is of benefit to a wide variety of future study and career choices.

Students will have the opportunity to work through the inquiry process and to negotiate an independent study in an area of interest.

Particular skills will be developed in researching and conveying information through presentations as well as essay and report writing. The course is suitable for all ability levels.

As well as focusing on contemporary events and issues students will have the opportunity to work through units related to broad issues:

1. **Geography and Environmental Studies** unit examines the interactions between people, society and a wide variety of manufactured and natural environments. Students will explore issues around the balance of environmental and economic sustainability at local, national and global levels.

2. **Legal Studies** unit will investigate various legal systems including criminal and family law, how governments work and explore topical issues through discussion, research and debating. Students explore how they can have a say in the shaping of the law and the community.

3. **Business Studies** unit investigates areas of small and large business including marketing, ethics, management, advertising, the stock market and enterprise. It will allow students to participate in a stock market simulation.

4. **Student Directed Inquiry** will be used as a tool for students to explore an area of particular interest to them. In consultation with the teacher, they will research in depth a topic related
to one of the above issues. For example, Nike and its environmental and ethical policies; universal human rights and how it applies across cultures.

**Assessment:** - Assessment is continuous throughout the year. It is based on class activities, written assignments and presentations. Students are encouraged to use different media for inquiry outcomes.

**Future Pathways:** - This course will provide students with a better understanding of the world around them. It is a foundation for moving into Grade 10 courses and to undertake further studies in Grade 11 and 12. Career opportunities may include: Politics, police, law, local government, teaching, diplomatic service, environmental officer, many more.

**Enquiries:** Mr Allan Warren, Ms Sandra De Paoli
Subjects Available

Visual Art  
Music General  
Music Production  
Contemporary Ensemble  
Audio Design  
Music Advanced  
Audio Production  
Drama  
Production – Alice@Wonderland  
Dance

LOOKING AHEAD

Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development in any general subject area.

VISUAL ARTS

Subjects Available

Visual Art

VISUAL ART

Course Objectives: In Visual Art, students will generate, interpret and communicate ideas. Working from many starting points students will develop their understanding of the potential of Art to challenge, stimulate, shape and express meaning. Students are expected to maintain a visual journal as a learning tool to document their understanding and progress throughout the year. There is also a greater emphasis on individual choice within artworks in Grades 9 and 10.

Content: Generative topics lead exploration, reflection and experimentation through a wide variety of materials and techniques.
Selection Considerations: Students will need to have *demonstrated an interest* in and a *commitment to this subject* in Grade 7, and or 8. Students will need to show a *willingness to challenge their thinking and extend ideas*.

Equipment Supplied: 2B/4B pencils, eraser, and journal

Enquiries: Mrs K Edwards, Miss A Kaye

PATHWAYS

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</table>

Notes:
There are 6 different courses available in this area. Each has a different emphasis and purpose. Students should think carefully about the skills they need to acquire before making a selection.

Subjects Available

Music General
Music Production
Contemporary Ensemble

Audio Design
Music Advanced
Audio Production

MUSIC GENERAL

Course Objectives:

- Imagining and creating new works
- Using skills, techniques and processes
- Using codes and conventions
- Interpreting and appraising the works of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice

Content:

Students will be expected to participate in:

- playing an instrument
- composing or arranging music using traditional or computer notation or improvisation
- performance as a soloist and ensemble/band member
- researching theory and history of music styles
- purposeful listening

Selection Considerations: This course contains elements of theory and practical work.

Equipment Supplied: 1 x display folder and 1 x manuscript, accredited course materials and instruments.

Additional Costs: Students can access personal instrument tuition through the school if required. However, this is not a subject requirement and is an additional cost for those electing to participate.

Enquiries: Mr Potter, Ms Delamore, Mr Swift
MUSIC PRODUCTION

Course Objectives: The course is designed for students who wish to undertake Music/Drama production courses at college level. The class will run alongside a senior Drama class so the two can be combined in order to produce a production. The production will be rehearsed and performed in two terms and for the remainder of the year the class will revert to a regular Music General class. The course will suit musicians who would like to be in a production band or sing, dance, act on stage.

It is intended students will develop:

- the skill to work independently
- skills in both solo and ensemble performance
- an understanding for the need for accuracy and sensitivity in musical performance
- understanding and experience of a range of musical styles within a selected idiom
- skills in understanding and applying the generalized theoretical concepts used in reading, writing and performing music
- the ability to communicate ideas through composition
- understanding the role of performer and composer within the historical and social contexts of music
- awareness and use of technology in music
- the ability to care for and maintain musical instruments
- the ability to pursue personal musical interests

Content: Students will be expected to participate in:

- playing an instrument
- composing or arranging music using traditional or computer notation or improvisation
- performance as a soloist and ensemble/band member
- researching theory and history of music styles
- purposeful listening
- workshops on individual and in class performance

Selection Considerations: The course contains elements of theory and practical work at a high level.

Enquiries: Applicants need to consult music staff before opting for this course.
CONTEMPORARY ENSEMBLE

Course Objectives:
- Imagining and creating new works
- Using skills, techniques and processes
- Using codes and conventions
- Interpreting and appraising the works of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice

Content:
- Students will be expected to participate in:
  - Performing in at least three performances
  - Composing at least one song as a member of an ensemble
  - Rehearsals as a member of an ensemble
  - Recording with an ensemble

Selection Considerations:
- Students who choose this course will be expected to play in ensembles. If students already know the names of other students that they would like to form an ensemble with then they should list the names of these students on their course selection form.
- Please note that new ensembles might be formed from within the Contemporary Ensemble classes in 2015 so it is not necessary to know other students that you would like to form an ensemble with at this stage. It is fine to enrol in this class as an individual.
- If students are already in existing ensembles then they need to list the names of their ensemble members in the appropriate section on the course selection form.

Equipment Supplied:
- Everything (although students are encouraged to provide their own drumsticks and guitar leads)

Additional Costs:
- Students can access personal instrument tuition through the school if required. However, this is not a subject requirement and is an additional cost for those electing to participate.

Enquiries:
- Mr Potter, Ms Delamore, Mr Swift

AUDIO DESIGN

Course Objectives:
- It is intended students will:
  - develop aural perception
  - acquire technical skills
  - develop skills with amplifying, recording and video equipment
  - become aware of innovative music technologies
  - work cooperatively with a group
  - be committed and involved
Content: Each of the units has a specific focus:

- **Live Sound Reinforcement** covers the set-up and operation of audio equipment from domestic to large concert systems.
- **Studio Practices** covers the recording process from simple to large studio recorders. The production of our own school CD forms a large part of this unit.
- **Electronic and Digital Music Production I** studies innovative music technologies including computers, virtual studio technologies, synthesizers, MIDI (Musical Instrument Digital Interface) and electronic devices used in performance.
- **Live Field Work** requires each student to work as a technician/engineer for a school band, responsible for set-up and operation of equipment at gigs.

**Selection Considerations:**
This is purely a technical subject. *This subject does not offer any music tuition or theory.* This subject is a prerequisite for Audio Production. *It is highly advisable for students to discuss prior music experience and future expectations with Music staff before selecting this course.*

**Equipment Supplied:**
Exercise book, accredited course material, sound equipment

**Enquiries:**
Mr Potter or Mr Swift

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**MUSIC ADVANCED**

**Course Objectives:** The course is designed for students who wish to undertake music pre-tertiary MS 804C Music 5 in Year 11. Students will undertake advanced theory courses to prepare for 804C. Students will develop objective listening skills in order to make comment on various musical styles and performances.

It is intended students will develop:

- the skill to work independently
- skills in both solo and ensemble performance
- an understanding for the need for accuracy and sensitivity in musical performance
- understanding and experience of a range of musical styles within a selected idiom
- skills in understanding and applying the generalized theoretical concepts used in reading, writing and performing music
- the ability to communicate ideas through composition
- understanding the role of performer and composer within the historical and social contexts of music
- awareness and use of technology in music
- the ability to care for and maintain musical instruments
- the ability to pursue personal musical interests
**Content:** Students will be expected to participate in:
- playing an instrument
- composing or arranging music using traditional or computer notation or improvisation
- performance as a soloist and ensemble/band member
- researching theory and history of music styles
- purposeful listening
- workshops on individual and in class performance

**Selection Considerations:** The course contains elements of theory and practical work at a high level.

**Enquiries:** Applicants need to consult music staff before opting for this course.

**Special Note:** Students who would like to do Music Advanced should choose Music General on their course selection form and then let their Music teacher in 2015 know that they would like to attempt the advanced course work.

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**AUDIO PRODUCTION**

**Courses Available:** Grade 10 Audio Production

**Course Objective:** It is intended students will:
- further develop aural perception
- apply technical skills using the latest in digital and analogue technologies to form artistic expression
- work with others in interdisciplinary projects
- liaison with potential clients in authentic learning tasks
- produce art works for exhibition
- engineer, mix and master a recording session.
- direct the setup and production of a live music event

**Content:** Students will be expected to participate in:
- creating original musical artworks via digital and analogue audio editing techniques
- work with digital and analogue tone generators and effects, MIDI and both original and existing sound samples to arrange and create aural art works
- operating a variety of technologies and computer programs to achieve the anticipated outcome
- purposeful listening
- negotiated inquiry into specific interest area, i.e. investigation into current and early artists and the progress of electronic music technologies.
- offering artistic direction to recording artists from a technological perspective to achieve a desired sound.
- directing the setup and production of live music events.

Selection Consideration:
It is a requirement that students first gain a satisfactory result in Audio Design to gain the necessary aural and technical skills for this course. Students wishing to enter this course otherwise may do so under recommendation of subject teacher.

Equipment Supplied: Exercise book, recording and audio editing facilities.

Special Note: Students who would like to do Audio Production should choose Audio Design on their course selection form and then let their Audio Design teacher in 2015 know that they would like to attempt the more in depth work involved in Audio Production

Enquires: Mr Swift

MUSIC LOOKING AHEAD
Course Objectives: Students studying Drama will be engaged in a range of Drama based activities including improvisation, theatre-sports, small and large group work; group devised performances, process drama and negotiated projects. Students will use drama techniques to explore social issues relevant to the world of their time. The main focus will be on student participation and contribution to the process of creating drama.

It is intended students will:
• work co-operatively individually and in teams
• explore and develop original ideas
• communicate ideas and information
• plan, organise and undertake activities
• engage in aesthetic and artistic inquiry
• solve problems artistically and creatively
• use skills, techniques and processes to make drama works
• reflect constructively on both peer and individual work

Performance Criteria:
• Imagining and creating new work
• Using skills, techniques and processes
• Using the codes and conventions of drama
• Interpreting and appraising the works of others
• Making aesthetic choices
• Reflecting cultural, social and historical contexts
• Presenting work to selected audiences
• Expressing personal voice

Selection Considerations: The course is designed to appeal to students who enjoy
• creating their own works
• participating in classroom-based activities
• working with peers to generate original performances

Equipment Supplied: Exercise book

Equipment Required: Plain black performance clothing is useful – trousers and T shirt

Enquiries: Mrs R Hawkins
Pathways

Grade 9

Drama
Production

Grade 10

Drama
Production

Year 11/12

Drama 2/3
Theatre Performance 3

Media Production (Radio) 2
Media Production (Video) 2

Event Production 2
Drama – Technical Production 2

VET Cert II Live Production, Theatre and Events

Notes:
Course Introduction: This course will run alongside the Music Production course. Students studying Production will be engaged in a diverse range of drama activities culminating in a major school production. The main focus for students will be on their involvement in the technical and/or performance aspects of this major production. Students will be given the opportunity to be involved in the performance aspects of the production, and/or backstage such as: Make-up, Set design, Costume etc.

Course Objectives: It is intended students will:

- Work co-operatively individually and in teams
- Communicate ideas and information in a variety of contexts
- Use skills, techniques and processes to present drama works
- Solve problems artistically and creatively

Performance Criteria:

- Using skills, techniques and processes
- Using the codes and conventions of drama
- Making aesthetic choices
- Presenting with purpose
- Expressing personal voice

Selection Consideration: The course is designed to appeal to students who enjoy:

- Working with peers to generate a polished production
- Performing to a variety of audiences
- Designing and using the technical elements of stagecraft
- Undertaking a full-scale production

Please note: Students wishing to be part of the band will not to select Music Production

Equipment Supplied: Exercise Book, The Script

Compulsory Performance Attire: Comfortable clothes for rehearsal

Enquiries: Mrs R Hawkins
DANCE

Course Available: Dance

Course Objectives: Students studying Dance will be involved in a range of explorative, creative and choreographic activities as individuals, in small groups and as a whole class. Students will use dance techniques to explore concepts and issues relevant to the world of their time. The main focus will be on student generated choreography and performing to others. Students will be expected to explore a range of dance styles. It is intended that students will:

- Work cooperatively in teams
- Communicate information and ideas artistically
- Plan, organise and undertake choreographic activities
- Develop an understanding of various forms of dance and how dance has developed throughout history
- Use skills and techniques to present choreographic works
- Observe and critically appraise the dance works of others
- Solve problems artistically
- Reflect on dance works and maintain a detailed journal.

Content: Tasks are designed to develop students:

- Awareness of their body and how it moves in space.
- Understanding of maintaining their health and well being
- Kinaesthetic awareness and movement skills
- Ability to translate ideas, moods and feelings into movement
- Movement vocabulary in response to a variety of stimuli
- Artistic problem solving ability
- Aesthetic inquiry skills
- Reflective thinking skills
- Critical appraisal skills

Selection Considerations: The course is designed to appeal to students who enjoy dance, movement and music and creating personal dances in response to ideas and concepts. Students will work with their peers to generate original performance material and there will be authentic performance opportunities throughout the duration of the course. Student performance of original works is essential in this area of the performing arts.

Equipment Supplied: Exercise book

Equipment Required: Suitable dance clothing for class and plain black performance clothing

Enquiries: Mrs K Dawkins
Notes:
AREA OF LEARNING

VOCATIONAL AND APPLIED LEARNING

Subjects Available

Food Studies
Child Studies
Catering
Lifestyle and Fashion

MDT Wood Focus
MDT Metal Focus
Design in Graphics

Digital Technologies General
Digital Technologies Advanced

LOOKING AHEAD
Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development in any general subject area.

FOOD STUDIES

Course Objectives
It is intended students will:

- develop a life-long interest and enthusiasm for food preparation and appreciation
- become aware of the impact food choices has on well being
- develop confidence in the process of following a recipe
- develop problem-solving skills from practical experiences
- develop skills related to using initiative and being resourceful
- work both independently and co-operatively with others
- demonstrate at all times the ability to work safely and hygienically
- develop communication skills
- develop inquiry skills

Content: Each year’s course draws on a selection of 4 of the following units. Each unit has a practical and theory component

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<th>Selection</th>
<th>Content</th>
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<td>Nutritious, Delicious &amp; Special Treats</td>
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<tr>
<td>Bread, Yeast and Pastry</td>
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<tr>
<td>Cakes, Biscuits &amp; Meal Planning</td>
<td>Food from other Cultures</td>
</tr>
<tr>
<td>Budget Wise Meals</td>
<td>Celebration Cookery</td>
</tr>
</tbody>
</table>

Selection
**Considerations:** There are no prerequisites other than an interest and a willingness to participate.

Other considerations:
- The technology area offers students the chance to work in an industrial style catering environment, and could lead to opportunities in Cookery and Hospitality.
- Most dishes prepared are taken home for consumption. Every effort is made to provide useful products and value for money.
- Foods prepared may be consumed at school occasionally.

**Equipment Supplied:** Exercise book, display folder, and some classroom stationery.

**Costs:** $150 – This additional levy contributes to running costs for this subject and ingredients for the year. Students will take home cooking most weeks. (This subject is significantly subsidized by the school. (Not applicable to approved STAS families).

**Enquiries:** Mrs Bingley, Mrs Dawkins, Mrs Tatiana,

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**Pathways**

**Grade 9&10**

Food Studies

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**Year 11 or 12**

Food & Cooking Essentials 1
Food Cooking & Nutrition 2
Introduction to Catering 1
Food and Nutrition 3

**Vocational Programs**
Certificate II in Hospitality
Certificate II in Hospitality (Kitchen Operations)

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**Year 12**

Certificate III in Hospitality
CHIL D STUDIES

Course selection:-
This subject is open to both grades 9 or 10.
It may be studied in both grade 9 and 10 because different aspects of the course are offered in each year.

Course objectives: - It is intended students will develop knowledge of:

- Relevant factors relating to the well-being of the child.
- Children's physical, cognitive, social and emotional development.
- Services provided for parents and children.
- Positive environments for children.

Skills in:

- Evaluation of environments provided for children.
- Positive child management.
- Fostering a positive self-concept for child and carer.
- Evaluating activities and materials for children.

Content: The course consists of the following units

- Child Development and Play: stages of development, attachment and bonding, planning of play and activities, visual and sound stimulation and toys.
- Children and the Community: children’s environments, child care, babysitters, grandparents, school, recreational activities, community support programs, extended family relationships.

Plus two of the following units
- Books and Stories
- Arts and Crafts
- Entertaining Children

Selection Considerations: This subject is relevant to both girls and boys and of great value in terms of future parenting skills. It is also useful for students interested in working with children in various capacities.

Future Pathways: Students can enter careers working with children such as: Carer, crèche or child care centre, psychology, teacher, child welfare or community services.

Equipment Supplied: Exercise book, display folder

Enquiries: Mrs Hawkins, Mrs Bingley
CATERING

Course Objectives: It is intended students will:
- Develop skills, techniques and processes in preparing, garnishing and presentation of foods
- Plan and order for menus
- Cost and evaluate functions
- Develop safe food handling skills including occupational health and safety and complete the Foodsafe Handler’s Certificate
- Produce foods suitable for a function
- Work through a variety of practical problem solving situations
- Develop an understanding of the hospitality industry
- Develop an awareness of career and further study options

Selection Considerations: This subject is relevant to students who are considering working in the hospitality industry. It is excellent preparation for entry into VET Hospitality Operations in Years 11 and 12. Students who are looking at applying for part-time employment in the food industry will be able to include this subject on their Resume.

Equipment Supplied: Exercise book, Display Folder

Selection Considerations: This subject has a flexible delivery time in that students will be required to remain at school after normal school hours and work as part of a team when there are functions the class will be catering for throughout the year. This course is not available to students in Grade 10 who choose VET Cookery.

Enquiries: Mrs Bingley
Pathways

**Grade 9 and 10**

- 9/10 Catering

**Year 11 or 12**

- Food and Cooking Essentials 1
- Food Cooking & Nutrition 3
- Introduction to Catering 1

**Vocational Programs**

- Certificate II in Hospitality
- Certificate II in Kitchen Operations

**Year 12**

- Certificate III in Hospitality

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Notes:
LIFESTYLE AND FASHION

Course Objectives:
It is intended students will:

- develop a life-long interest and enthusiasm for sewing and creating items
- experience a sense of enjoyment when they make items for personal use
- experience a sense of achievement when designing and producing accessories
- develop skills in being able to confidently use a sewing machine
- develop an understanding of soft fabrics and their multiple uses
- develop problem solving skills from practical experience
- demonstrate at all times the ability to work safely
- work both independently and co-operatively with others
- develop communication skills
- develop inquiry skills

Content:

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<th>Textiles for Gifts, Pleasure and Profit</th>
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<td>Soft Furnishings</td>
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<td>Crafts</td>
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<td>My Wardrobe</td>
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<tr>
<td>The Look: Deportment &amp; Grooming</td>
<td>Enterprise</td>
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</table>

Selection Considerations: This subject centres on the design process. It is practical in nature and involves other materials as well as textiles. Students will be encouraged to gain knowledge of the fashion and associated industries to learn about future work and consumer opportunities.

Equipment Supplied: Art Journal, display folder.

Enquiries: Mrs Bingley, Mrs Tatiana

Pathways

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<td>Design and Production (Textiles) 2</td>
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</table>
MDT WOOD FOCUS

Courses Available: Grade 9 and Grade 10

Course Objectives: It is intended students will:

- experience a sense of enjoyment and achievement
- develop confidence in the process of design-make-appraise
- develop problem-solving with practical experience
- develop skills related to enquiry, initiative, ingenuity and resourcefulness
- work independently and cooperatively in groups
- participate in planning and organisation of tasks
- produce items designed for particular requirements that investigates use of materials
- develop awareness of impact of technological change and sustainable futures
- demonstrate safe work habits
- communicate ideas and information in a variety of ways
- develop an awareness of career and further study options
- develop a clear pathway to the world of work and enterprise
- work through a journal that will include a theory component
- demonstrate a positive work ethic
- be prepared and organized at all times
- exhibit their work
- folio – document digitally all completed tasks

Content: All students will begin with a common ‘starter’ project to review and consolidate skill development. In light of the knowledge and skills displayed in this, subsequent project briefs will be negotiated. You will do such things as:

- construct simple and more demanding projects
- learn to select and use appropriate tools
- design and cost intended projects
- select and fit hardware
- apply finishes to wood surfaces
- do set research assignments and relevant theory

You will use the learning sequence process. Problem-Restriction-Idea-Solution-Making-Evaluation
Selection
Considerations: This subject is open to all. You must be prepared to:
- commit yourself to a project at all times, this includes engaging in relevant theory and making design notes
- work in a productive and cooperative manner
- understand and follow all Occupational Health and Safety (OHS) requirements. Failure to do this will result in removal from the course.

Equipment Supplied: Folio, Safety Glasses

Costs: Students wishing to do costly projects can negotiate to do so and make a financial contribution for the extra materials.

Enquiries: Mr Shepherd

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**MDT METAL FOCUS**

**Courses Available:** Grade 9 and Grade 10

**Course Objectives:** It is intended students will:
- experience a sense of enjoyment and achievement
- develop confidence in the process of design-make-appraise
- develop problem-solving with practical experience
- develop skills related to enquiry, initiative, ingenuity and resourcefulness
- work independently and cooperatively in groups
- participate in planning and organisation of tasks
- produce items designed for particular requirements that investigates use of materials
- develop awareness of impact of technological change and sustainable futures
- demonstrate safe work habits
- communicate ideas and information in a variety of ways
- develop an awareness of career and further study options
- develop a clear pathway to the world of work and enterprise
- work through a journal that will include a theory component
- demonstrate a positive work ethic
- be prepared and organized at all times
- exhibit their work
- document – digitally completed projects
Content: All students will begin with a common ‘starter’ project to review and consolidate skill development. In light of the knowledge and skills displayed in this, subsequent project briefs will be negotiated. You will do such things as:

- learn about the properties of metals and metal products
- bend, shape, machine, drill and cut metals
- learn MIG, Electric and Oxy-Acetylene welding techniques.
- use hand and power tools, lathes and other fixed machines
- Use sketches and follow drawings
- do set research assignments on metal and associated industries
- complete relevant theory, develop a journal

You will use the learning sequence process. Problem-Restriction-Idea-Solution-Making-Evaluation

Selection Considerations: This subject is open to all. You must be prepared to:

- commit yourself to a project at all times, this includes engaging in relevant theory and making design notes
- work in a productive and cooperative manner
- understand and follow all Occupational Health and Safety (OHS) requirements. Failure to do this will result in removal from the course.

Equipment Supplied: Folio, Safety Glasses

Costs: Students wishing to do costly projects can negotiate to do so and make a financial contribution for the extra materials.

Enquiries Mr Shepherd

DESIGN IN GRAPHICS

Courses Available: Grade 9 and Grade 10

Course Objectives: It is intended students will:

- experience a sense of enjoyment and achievement
- learn to read and interpret basic plans and diagrams
- communicate ideas and graphic information
- develop problem-solving with practical experiences
- develop curiosity, initiative, ingenuity and resourcefulness
• work independently and cooperatively in groups
• acquire knowledge of drawing standards and conventions
• show an understanding of the use of graphics in society
• show safe working practices and attitudes
• understand the role of mass media, advertising
• develop layout and presentation skills
• work on a school improvement design challenge

Content: The course will include the following elements:
• **Design**: principles and application through problem-solving
• **Freehand Sketching**: a range of techniques
• **Pictorial Representation**: oblique, isometric, perspective
• **Geometry**: plane and solid
• **Drafting**: AS1100 standards, linework and lettering, working drawings
• **Rendering**: tone, shading, texture, colour
• **Presentation Techniques**: folios, reports
• **Computer Aided Design**: 2D and 3D drafting, drawing software, manipulation of shapes, animation
• **Graphic Literacy**: reading, interpreting plans and diagrams
• **Digital Graphics**: imagery and manipulation
• **Digital Photography, Digital Video**

Selection Considerations: This subject is open to all. Skills in **Design Graphics** are useful and applicable across a wide range of applications and occupations.

Equipment Supplied: 2H and HB pencils, eraser, A2 folder

Enquiries: Mr Shepherd

9/10 Design in Graphics

11/12 Design in Graphics or Computer Graphics & Design 2/3
Housing and Design 3
Technical Graphics 2/3
There are 2 different courses available in this area. Each has a different emphasis and purpose. Students should think carefully about the skills they need to acquire before making a selection.

**Subjects Available**

Digital Technologies General

Digital Technologies Advanced

**PATHWAYS**

The Digital Technologies’ curriculum builds upon study in previous years, where each concept has been introduced in a staged way to allow developed understanding. If the advanced course is chosen, it is an obvious advantage to have had previous experience and skill development in any general subject area.

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<td>Digital Technologies (General)</td>
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<td></td>
<td>VET Certificate 1/2 in Info Tech</td>
</tr>
<tr>
<td></td>
<td>Computing (Business) 2</td>
</tr>
<tr>
<td></td>
<td>Computing: Essential Skills 2</td>
</tr>
<tr>
<td></td>
<td>Basic Computing 1</td>
</tr>
</tbody>
</table>

Notes:
9 & 10 COMPUTING SUBJECTS

Digital Technologies GENERAL

Offers the development of a wide range of general computing skills across many applications. This is useful for students wishing to develop skills for all subjects and personal use. Students who have not selected a career in computing or have not formed specific work goals would be advised to study this strand.

Content: Will consist of a number of short units aimed to develop skills in basic applications and understanding of computer use, these will include:

<table>
<thead>
<tr>
<th>Keyboarding</th>
<th>Game Creation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processing</td>
<td>Communication</td>
</tr>
<tr>
<td>Technology and our society</td>
<td>Web and research skills</td>
</tr>
<tr>
<td>Presentation tools</td>
<td>Publishing</td>
</tr>
<tr>
<td>Web design and creation</td>
<td>Data handling</td>
</tr>
<tr>
<td>Ethical and safe Use of Online Resources</td>
<td></td>
</tr>
</tbody>
</table>

Equipment Supplied: Display folder; extra 50 prints

Enquires: Mr C Paul

Digital Technologies ADVANCED

Offers a more systematic and detailed study of the underlining principles of digital technologies. Students wishing to pursue a career involving computing use or have a specific interest / skill should select this course.

Content: Will consist of compulsory and optional units (these will vary based upon year of study) aimed to develop skills in basic applications and understanding of computer use, these will include:

<table>
<thead>
<tr>
<th>Word processing</th>
<th>Coding and Programming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology and our society</td>
<td>Web and research skills</td>
</tr>
<tr>
<td>Presentation tools</td>
<td>Video Production and Publishing</td>
</tr>
<tr>
<td>Web design and creation</td>
<td>Robotic Systems</td>
</tr>
<tr>
<td>Data handling</td>
<td>Communication</td>
</tr>
<tr>
<td>Game creation</td>
<td>Ethical and safe use of Online resources</td>
</tr>
</tbody>
</table>

Pre-requisite: Better than satisfactory assessment at Digital Technologies is required.

Equipment Supplied: Display folder, extra 50 prints

Enquires: Mr C Paul
**HEALTH AND PHYSICAL EDUCATION**

**Subjects Available**
9 Health & Physical Education
9 Health & Physical Education (Athlete Development/Fitness & Recovery 1)
10 Health & Physical Education
10 Health & Physical Education (Athlete Development/Fitness & Recovery 2)
9 Health & Physical Education (Girl's Class)
10 Health & Physical Education (Girl's Class)
9/10 Sports Science

**Pathways**

Students will have studied HPE in Grade 7 and 8.

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 and 10 Health &amp; Physical Education</td>
<td>9/10 Girls Health and Physical Education</td>
<td>Athlete Development 2</td>
<td>Athlete Development 2</td>
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<tr>
<td></td>
<td></td>
<td>Physical Recreation 1</td>
<td>Year 12 Health studies 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Health &amp; Wellbeing 2</td>
<td></td>
</tr>
<tr>
<td>9/10 Sports Science</td>
<td>Athlete Development/Fitness and Recovery 1 &amp; 2</td>
<td>Outdoor Experiences 1</td>
<td>Outdoor Leadership 3</td>
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<tr>
<td></td>
<td></td>
<td>Outdoor Education 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adventure Recreation &amp; Expedition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sports Science</td>
<td>Sports Science Foundation 2</td>
<td>Sports Science 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Applied Sports Studies 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health Studies 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical Recreation 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>VET Certificate III</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Community Activities (Sport &amp; Recreation Focus)</td>
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<tr>
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<td>VET Certificate III Fitness</td>
</tr>
</tbody>
</table>

**9 HEALTH & PHYSICAL EDUCATION**

**Course Objectives:** We want students to be able to refine and apply strategies for maintaining a positive outlook in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information in order to maintain healthy and active habits. Opportunities will also be provided for students to demonstrate leadership, teamwork and collaboration in a range of physical activities.

**Content:**

- Health
  - alcohol and other drugs
  - food and nutrition
  - health benefits of physical activity
  - mental health and wellbeing
  - relationships and sexuality
  - safety

- Physical Education
  - challenge and adventure activities
  - games and sports
  - lifelong physical activities
  - rhythmic and expressive movement activities

**Selection Considerations:**

**9 HPE**

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities provided to visit recreational venues within our community. There is no charge for this course.

**9 Health and Physical Education (Athlete Development/Fitness & Recovery 1)**

There will be a range of school-based activities, both practical and theory, and opportunities to improve fitness and movement skills through school-based activities and visits to community venues. It is particularly aimed at an advanced level and will require students to have at least attained a Good or Excellent in HPE previously. A change of clothing and footwear is essential for practical lessons. There is no charge for this course.

**9 Health and Physical Education (Girls Class)**

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities provided to visit recreational venues within our community. There is no charge for this course.
Equipment Supplied: Exercise book, display folder and sporting equipment.

Enquiries: Mr Gregory, Miss Brain, Mr Stewart, Mrs Couch, Mrs Dawkins

Notes:
10 HEALTH & PHYSICAL EDUCATION

Course Objectives: We want students to be able to refine and apply strategies for maintaining a positive outlook in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information in order to maintain healthy and active habits. Opportunities will also be provided for students to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Content:

Health
- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety

Physical Education
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Selection Considerations:

10 Health and Physical Education

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities provided to visit recreational venues within our community. 

There is no charge for this course.

10 Health and Physical Education (Athlete Development/Fitness & Recovery 2)

There will be a range of school-based activities, both practical and theory, and opportunities to improve fitness and movement skills through visits to community venues. The course requires a high level of motivation and readiness to participate in challenging activities. Students will be required to have at least attained a Good or Excellent in HPE previously. This course will lead on from 9 Athlete/Development/Fitness & Recovery 1. A change of clothing and footwear is essential for practical lessons. 

There is no charge for this course.

10 Health and Physical Education (Girls Class)

There will be a range of mainly school-based activities, both practical and theory. It is particularly aimed at a beginning/intermediate level. A change of clothing and footwear is essential for practical lessons. There will be opportunities provided to visit recreational venues within our community. 

There is no charge for this course.
Equipment Supplied: Exercise book, display folder and sporting equipment

Enquiries: Mr Gregory, Ms R Brain, Mr Stewart, Mrs Couch, Mrs Dawkins

Notes:
Courses Available: 9/10 Sports Science (depending on class sizes this could be a Grade 9 only or Grade 10 only class)

Course Objectives: It is intended students will:
- communicate using basic physiological terminology
- collect, organise and analyse information
- plan and carry out tasks without supervision, individually and in groups
- use a range of equipment
- understand some basic concepts of human physiology
- apply safety processes and procedures
- apply basic concepts of physiology to fitness and training techniques
- have a basic understanding of the effects of food and diet on human performance

Content: The course includes 5 core and some optional units:
- **Body Systems**: skeletal, articular, cardio-vascular, muscular
- **Physical Fitness**: benefits, health and skill related components of fitness
- **Fitness Applied**: energy sources, training techniques and programs, effects of exercise
- **Nutrition and Athletic Performance**: nutrients, energy balance, measurement of diet and performance
- **First Aid/Sports Injuries**: causes, prevention, types, treatment, management, emergency care

The optional units are taken from:
- Performance Analysis
- Current major events
- Social issues in sport
- Recreational/outdoor pursuit activity
- Sport administration
- Sport/recreational study

Selection Considerations: This is an academic course with a demanding Science component. It does not offer participation in sporting activities.

Equipment Supplied: Exercise book
Subjects Available
Japanese

LOOKING AHEAD

Study in previous years is not always necessary. However, it is obviously an advantage to have had previous experience and skill development.

Grade 9/10
Japanese

Year 11/12
Japanese 2
Japanese 3
First year university Japanese in Grade 12

Notes:
Courses Available: Japanese

Course Objectives: It is intended students will become able to:

- use Japanese to communicate with others
- gain understanding of the cultural context in which Japanese is used
- reflect on their own culture through the study of another
- gain an understanding of Japanese as a system
- make connections between English and other languages
- develop cognitive, learning and social skills
- apply Japanese to work, further study, training or leisure

Content: The syllabus aims to develop the student's ability to communicate in Japanese. Emphasis will be on developing the skills of reading, writing, speaking and listening in Japanese and learning opportunities will reflect this. Students will also develop intercultural awareness and focus on ICT by using technology to communicate and learn about other cultures.

Special Offer: It is now possible to take Japanese as a pre-tertiary subject in Year 11 and then go on and do first year university Japanese in Year 12 without paying the usual university fees.

Selection Considerations: Students previous experience in Japanese will be the best guide to suitability. The ability to communicate in Japanese through studying these courses may, in conjunction with other skills, provide students with enhanced vocational opportunities in the future.

Equipment Supplied: Exercise book, display folder

Enquiries: Miss C Burnett

Notes:
PERSONALISED LEARNING PROGRAMS

PERSONALISED LEARNING PROGRAMS

Personalised learning programs create the opportunity to provide for learning needs in more practical and real life situations. For some learners this provides the opportunity to develop significant relationships and a much greater sense of purpose and motivation. We know that some of the best learning opportunities can be engaged in beyond the standard classroom setting and frequently based in our community.

PART A: Timetabled Programs

Big Picture

This is an opportunity for students in Grade 9 and 10 to spend a significant part (3 lines plus Care) of each week following a personalised learning program tailored to them as an individual. Big Picture Schooling promotes and creates personalised learning programs that are unique for each student. Big Picture Schools believe that true learning takes place when each student is an active participant in his or her education, when his or her course of study is personalised by actively working alongside teachers, parents and mentors who know them well, and when their school-based learning is blended with outside experiences (internships and community service).

In collaboration with their teachers and parents, students develop an individual learning plan based on their interests, passions and needs as a learner. Students have an opportunity to set goals, explore pathways and future directions. Students negotiate with their teacher what they will be working on during personalised learning time and plan the week accordingly.

Key features:

- Students will have an opportunity to study core subjects (which include English and History) linked to their interests and passions, while still covering the Australian Curriculum
- In Grade 10 students may have the opportunity to engage in learning alongside mentors in the community and also participate in community service.
- The work is academically challenging and provides an opportunity to make connections between different areas of learning.

**Big Picture** students are required to:

- Be self-disciplined, flexible and independent learners;
- Manage time effectively and be well organised;
- Be accountable to their learning team (teachers, mentor and parents);
- Work in a focused way towards their goals;
- Reflect on and self-monitor their progress.

Students will need to work through a selection process (which includes completing an application form and an interview) to determine if this type of learning best suits their needs. The tailoring of the learning program involves the student, parent and teacher.

Further information about Big Picture is available at [http://www.bigpicture.org.au/](http://www.bigpicture.org.au/)

For further information contact: Mrs J Bracken
VET Cookery Program  
(Vocational Education and Training)

VET Cookery – students will complete units of competencies from within Certificate 11 in Hospitality (Kitchen Operations).

This course is nationally accredited and delivered by both Prospect teachers and TasTAFE teachers. The purpose of this course is to give students who want to really explore an interest in a vocational pathway the opportunity to experience a TasTAFE learning model and some work placement experiences over a significant period of time.

Course Overview:
Term 1. Students will select this course on two lines and the learning will be facilitated at Prospect High jointly being delivered by a Prospect High School Teacher and a TasTAFE Chef. Students will complete their Food-Safe Handlers Certificate with a focus on health, safety, cleaning and maintaining of kitchen premises.

Term 2. Students will attend TasTAFE – Tourism and Hospitality Building, H Block for one full day each week. Students will be required to wear a trade uniform and will participate in quality practical learning experiences in a training kitchen.

Term 3. Students will complete a study of a chosen Tasmanian Ingredient and present this to the class. Students may have the opportunity to complete a work placement in a local restaurant or café.

Term 4. Students will complete a module relating to investigating careers in preparation for job applications and interviews.

Students will complete the following units:

SITXFSA101 Use Hygienic Practices for Food safety
SITHKOP101 Clean Kitchen Premises and Equipment
SITHCCC102 Prepare Simple Dishes
Food-Safe Certificate – level 1

At the completion of the training, TasTAFE will issue each student with a Statement of Attainment of the modules completed.

This course could lead students into:
- Year 11/12 – completing the Certificate 11 VET course.
- TasTAFE - Tourism and Hospitality Courses
- A Traineeship or Apprenticeship

COST: $150.00  
This additional levy contributes to costs associated with TasTAFE fees – units of Competency plus a contribution to additional ingredients used when students are cooking at school. Levy is applicable to all course participants. (This option is significantly subsidised by the school)

NB: Students will be responsible for their own trade uniform (approx. $80.00) and industry footwear (approx. $50.00). These clothing and footwear costs are in addition to the $150.00 course costs.

For further information contact: Mrs Bingley
PART B: Other Flexible Learning Opportunities
Offered through Negotiation

NB: These programs are not offered as timetabled courses on the course selection form, but are arranged through negotiation based on individual needs and preferences.

Launceston Student Works

This practical program operates from a site in Newnham. Students attend from 8.00am – 4.00pm five days per week for alternate weeks and attend school for the other week. Students can be involved in this program for up to two full years through Grade 9/10. This is a full on enterprise/workplace environment where students are supported by a number of tutors. Students get to experience learning in four broad areas:

- Wood and metal fabrication,
- Glass craft manufacturing,
- Spray Painting,
- Café Enterprise.

This is one of the most outstanding and successful flexible programs in Launceston. Students that have been attending LSW for a significant period of time successfully transition into the world of work at the end of grade ten. Students can access orientation visits through Grades 8, 9 or 10.

For further information contact: Mrs Bingley

Food-Safe Handlers Course

Food-Safe Handler Training Program is a nationally accredited course that provides students with the knowledge and skills to practice safe and hygienic procedures in a kitchen environment. Prospect High School is able to offer this course to VET Cookery, Catering and Food Studies students in Grade 9/10 who have a genuine interest in this area to complete the necessary training and obtain a certificate of attainment.

Students successfully completing this course will have an obligation to complete further practical training in the Prospect High School Canteen, a neighbouring Primary School Canteen or relevant workplace.

For further information contact: Mrs Bingley

City Campus – Big Picture Learning

- An opportunity for a maximum of one hundred and fifty Grade 9 – 12 students.
- Personalised learning programs will be tailored for each individual.
- Students will have an opportunity to learn through their interests and passions.
- Students engage in learning alongside mentors in the community for a day or two per week.
- Students will have an opportunity to investigate their future careers and pathways which may be within the trades and or further education including university.
- Students will learn through the Tasmanian Curriculum, Nationally recognised Vocational Education and Training Courses and or the Tasmanian Certificate of Education.
- Students will be organised into learning groups know as an advisory. Advisories will have a maximum of eighteen students.
- City Campus will be a technology rich learning environment.
- Students from all northern schools may enrol at City Campus.
- City Campus will be located at Inveresk.

To find out more;
- Ask for a City Campus information pack,
- Talk to a grade leader, assistant principal or principal,
- Talk to a Pathway Planner,
- Attend an awareness session at City Campus.

Notes: