



INABURRA SCHOOL

Year 9 2018

Elective Book

The primary purposes of this booklet and the Information Evening are:

- For students and their parents to develop an understanding of how learning is structured in Year 9 at Inaburra.
- For students and their parents to hear more information about the electives being offered.
- To give parents the opportunity to ask questions of teachers in relation to electives and learning in Year 9.

If parents have questions they would like to ask but are unable to attend the evening, please refer to page 20 of this document which provides guidance on whom to call.

The due date for the online subject selection forms to be completed is: **Friday 16 June 2017**

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Friday 16 June 2017

How Student Learning is Structured in Year 9

In Year 9 students commence their studies for Stage 5 of schooling which includes Years 9 and 10. One key feature of this is that students will study some compulsory subjects and some elective subjects. At Inaburra we give students the opportunity to study 3 electives. From Year 10 to Year 12 they will gain a Record of School Achievement (RoSA) from the New South Wales Educational Standards Authority (NESA). Part of this record includes the studying of elective subjects across Years 9 and 10 which are assessed internally. Students will be given a grade for each subject studied in Year 10 and 11, as well as a mark for the HSC in Year 12.

Compulsory Subjects in Years 9 and 10

- English
- Mathematics
- Science
- Australian History
- Australian Geography
- PD/H/PE

All of these subjects are internally assessed and will provide information to teachers to generate RoSA grades for each student. The elective subjects that students complete from the list below will also appear on the student's RoSA.

Elective Subjects (each student will be allocated 3 subjects)

- Chinese (Mandarin)
- Commerce
- Computing Studies
- Dance
- Drama
- Food Technology
- Geography Elective
- Graphics Technology
- History Elective
- Industrial Technology - Automotive/Metal; Engineering and Design; Timber (only two of these three subjects can be allocated to a student)
- Music
- PASS (Sports Studies)
- Photography and Digital Media
- Textiles Technology
- Visual Arts

Other compulsory areas of learning which are not formally part of the RoSA are:

- Biblical Studies
- Home Group
- Outdoor Education (Camping and Global Education)

Compulsory Subjects

If you would like to find out more about the content of these courses, please contact the relevant faculty Learning Leader. Their names are listed on page 23 of this booklet.

Choosing Elective Subjects

- Students need to choose 6 subjects **IN ORDER OF PREFERENCE.**
 - The top 3 subjects will be the preferences the students wishes to complete. Each student will also have to put 3 reserves.
 - Each student will be allocated 3 subjects based on this order. **The subject your child most wants to do should be placed first in their order of preference.**
- Our aim is to provide students with their top 3 choices; however, this is not always possible due to how subjects are arranged in order to suit the majority of students. Some courses may not run at all if there are insufficient numbers of students interested in that course.
- **NOTE:** Only two Industrial Technology courses can be selected from the 3 on offer – Automotive/Metal; Engineering and Design; Timber.
- Once preferences have been submitted, elective subject lines will be developed. There will be 3 lines of subjects with approximately 6 subjects per line. Each student will be allocated 1 subject from each line. It is our aim to try to provide each student with their top 3 choices.
- **Students should select their subjects by completing the online application that students will be given access to from Monday 12 June. The deadline for the completion of this form is Friday 16 June. Students will be sent an email through their school account regarding this application form.**
- The placement of students in elective classes will be finalised in Term 3.
- Students will be informed in Term 4 2017 of the electives that they received for 2018.

Changing Elective Subjects

Changing electives once the course has begun creates difficulties for both students and staff. Therefore, if a problem arises with a particular subject selection, application for change must be submitted to the Director of Curriculum **before the end of Week 4, Term 1, 2018.**

Chinese (Mandarin)

What is this subject about?

Using Language

Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Chinese.

Making Linguistic Connections

Students will explore the nature of languages as systems by making comparisons between Chinese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures

Students will develop knowledge of the culture of Chinese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

Why study this subject?

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world.

The process of teaching and learning languages focuses on linguistic systems and patterns. The need to move between linguistic systems assists students to develop enhanced mental dexterity.

Chinese is the language of communication of approximately one quarter of the world's population. It is one of the official languages of the United Nations. Chinese is recognised as one of the fastest growing languages in New South Wales.

The study of Chinese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Students will also have the opportunity to travel to China on a study tour during the 2 year course.

Learning experiences

Wide experiences in a range of speaking and listening activities, along with opportunities to engage in cultural activities, are provided to support the development of language skills.

Commerce

What is this subject about?

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies, which incorporate the skills of analysis and evaluation. Students engage in the learning process, which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Why study this subject?

The aim of the *Commerce* is to enable young people to develop the knowledge, understanding and skills in order to make informed and responsible decisions as individuals and as part of the community.

To help our students become active citizens in our democratic and pluralistic society, this subject will develop their ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework. This acquirement of necessary skills will develop self-directed lifelong learners.

In addition, Commerce provides students the opportunity to study a variety of social sciences. Consequently, one of the benefits in having this experience is students may wish to undertake further study in one or several of these areas in Years 11 and 12. Subjects on offer include Business Studies, Legal Studies and Economics.

Learning experiences

The course is organised into 4 'Essential Units' and 'Additional Units' of study over the duration of Year 9 and 10.

The four Essential Units of Study are:

1. Consumer Choice - Students learn how to identify, research and evaluate options when making decisions that confront consumers.
2. Personal Finance - Students develop knowledge, understanding and skills that assist them to achieve financial independence by developing the ability to make informed decisions regarding the management of money.
3. Law and Society - Students develop an understanding of how laws affect individuals and groups and regulate society.
4. Employment Issues - Students learn about the commercial and legal aspects of employment issues by focusing on their options, rights and responsibilities in the work environment.

The Additional Units of Study include a combination of the following areas:

Investing	Travel
Promoting and Selling	Law in Action
E-commerce	Our Economy
Global Links	Community Participation
Towards Independence	Running a Business
Political Involvement	School-developed Option

Information Software and Technology

(Computing Studies)

What is this subject about?

Information Software and Technology provides the opportunity for students to be creative and explore their digital world. This subject offers students the possibility of selecting their own focus on assessment tasks using a broad range of software and hardware. The software used in this course includes the use of cloud (internet) software, the full range of Adobe software and other creative online software as the need arises. The hardware used includes a Laser cutter, Virtual Reality, and other digital devices. The key focus of the course is to design products that combine theoretical and practical components. A variety of assessment tasks are worked on in class time.

Year 9	Year 10
Unit 1: Do You Know? Unit 2: Can You See It? Unit 3: Is it new? Unit 4: Minor Project	Unit 1: World Wide Web Unit 2: Game Making/App Unit 3: Computational Thinking Unit 4: Own project

Why study this subject?

Technology has become an integral part of our society with almost all forms of employment using computers. Computing will continue to impact the way that people work in the future. Students who undertake this course could be better prepared for the study of technology courses in the Higher School Certificate such as Software Design and Development.

The Year 9 students are challenged to try innovative ideas and to work on problem solving and design skills. In Year 10 all students will undertake a major project of their own choice that has a focus outside their own classroom. Most students work on a project that extends their skills and knowledge. Regular meetings will be held with the teacher to ensure students are progressing satisfactorily.

Learning experiences

Software that could be used may include, but is not limited to the following:

- Adobe Suite
- Microsoft Office (Word, Excel, PowerPoint and Access, OneNote)
- Audacity (Audio)
- Adobe Flash/Animatron (animation)
- Blender and Unity (3D design)
- A selection of cloud based software
- Game Maker or Scratch or Sploder

Hardware that could be used includes, but is not limited to the following:

- Robotics
- Raspberry pi
- Electronics
- Other small hardware devices and equipment.

Dance

What is this subject about?

The Stage 5 Dance course is for students to experience, explore, understand, value and enjoy dance as an artform. It involves the development of a wide variety of skills under the following three syllabus components:

- **Performance** – involves developing dance technique through dance classes and performance works in the study of multiple dance styles. Student's also learn how to develop performance quality to communicate meaning through Dance.
- **Composition** – students learn the different methods and techniques used to create and compose dance movement. They engage in problem-solving tasks and manipulate the elements of dance as they improvise, explore, select, refine and structure movement in their own personal style in response to various stimuli to communicate ideas.
- **Appreciation** - the appreciation component of the course enables students to study and analyse dance to understand the meaning behind movement, to understand other choreographer's inspiration and construction methods, and to gain understanding of the influence of people, history, culture and society influences on Dance. The students learn to observe and describe performances, compositions and dance works.

The elements of dance (space, time and dynamics) and safe dance practice are embedded throughout the three syllabus components.

Why study this subject?

The study of Dance promotes the physical, creative and intellectual development of each student and encourages participation and enjoyment of dance. Dance education develops skills in self-expression, the communication of ideas, collaboration, creativity, problem solving, risk taking and higher-order thinking. It is a diverse course providing students with a range of universal skills that can be applied to a variety of industries and professions as well as fostering the specific skill set required of a student heading into a career in the dance industry. The Dance course caters for students with a high level of prior knowledge, skills and experience in dance as well as those with little or no experience.

Learning experiences

The **Performance** component is based on contemporary dance technique through which students will acquire appropriate strength, flexibility, coordination, endurance and skill. The students will also study a variety of other dance styles such as Ballet, Modern Dance and Musical Theatre. The study of safe dance practice develops a working knowledge of correct alignment of the body, correct technique of dance movement, an understanding of basic anatomy, and how to apply this knowledge to become a stronger dancer.

Students will develop skills in **composition** where they learn to choreograph their own dance movement to express ideas, emotions and moods through dance movement. They will learn the different methods and techniques used to create movement and how to structure a dance work.

Students will learn to deconstruct and analyse various components of a dance through the **appreciation** component contribute to the communication of ideas, including interpreting body language, spatial awareness, and theatrical elements such as music, lighting, staging and costume design. Students will communicate their personal responses to dance in oral, written and physical forms.

Drama

What is this subject about?

The Stage 5 syllabus in Drama draws on the contemporary practices of **making**, **performing** and **appreciating** drama. In their appreciation of drama and theatre, students experience the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. An investigation into a range of technologies including traditional, electronic and digital applications may be used to achieve particular artistic intentions.

Course outcomes include:

- **Making** drama by manipulating the elements of drama in both individual and collaborative situations through improvisation and play-building activities to create belief, clarity and tension in character, role, situation and action.
- **Performing** self-devised and scripted drama expressively and collaboratively which is appropriate to purpose and audience.
- **Appreciating** the function of drama by responding to, evaluating and analysing the contribution of individuals and groups to dramatic processes and performances.

The Year 9 course involves an introduction to Drama.

The Year 10 course is entitled 'Mask and Production'.

Why study this subject?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in their society taking account of moral, ethical and spiritual considerations. The study of Drama engages and challenges students to maximise their individual talents through imaginative experiences created in cooperation with others. It assists students to develop positive self-concepts and to be self-motivated.

Learning experiences

In the Drama syllabus Year 9 students create meaning by interacting physically, creatively and imaginatively through improvised, spontaneous and structured responses. They create meaning through their relationship with the audience. Experience of this engagement is essential in dramatic presentations. Both Years 9 and 10 Drama students produce an evening showcase of scenes from contemporary Australian plays for an invited audience of family and friends.

Food Technology

What is this subject about?

Food Technology in Year 9 is about learning how to use various pieces of equipment in order to create delicious and nutritious meals. We learn what to look for when buying foods as well as how to prepare food products safely. We study basic nutrition and seek to understand what nutrients people require at different stages of life. Practical experiences occur on a weekly basis and always relate to the theory work being studied at the time. The excursion to the Botanic Gardens to study bush foods is a highlight.

Year 10 Food Technology begins with a visit to the Hotel Intercontinental followed by lunch at Café Opera. Following this we design our own individual food product before taking a more global approach to food issues in the Food Equity unit. The units of work are selected to support the Global Education Program run at the end of Year 10.

Term	Focus Area	Description
Year 9	Food in Australia	From bush foods to our present day cuisine.
	Food Selection and Health	What foods do we eat to be healthy?
	Food for Special Needs	What foods do athletes and vegetarians need?
	Food for Special Occasions	Creating festive foods from around the world.
Year 10	Food Service and Catering	A close study of the hospitality industry.
	Food Equity	What affects food supply in poorer countries?
	Food Product Development	Design the next big food idea.

Why study this subject?

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation and their nutritional interrelationships. The importance of hygiene and safe working practices in food production is crucial to the student's overall appreciation of food quality. The course is both practical and relevant as well as good preparation for university and TAFE, working in the food industry or as a nutritionist, food technologist or dietitian.

Students are encouraged to experiment and produce quality food products applying fundamental concepts and management strategies through the selection of appropriate ingredients, methods and equipment.

Learning experiences

Approximately half the course is food-related experiences including weekly practical applications of the theory being studied at the time. The excursions to the Botanic Gardens and Hotel Intercontinental are highlights which consolidate the learning into real life applications of the course work.

Geography Elective

What is this subject about?

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management.

Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

Why study this subject?

The study of Geography Elective enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Learning experiences

The course consists of studying a combination of the following areas:

- Physical Geography - The geographical processes that form and transform the physical world.
- Oceanography - The features and importance of the world's oceans and issues associated with them.
- Primary Production - The patterns, functions and issues associated with primary production.
- Global Citizenship - The role of informed, responsible and active global citizenship.
- Australia's Neighbours - The environments of Australia's neighbours and specific geographical issues within the Asia-Pacific Region.
- Political Geography - The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.
- Interactions and Patterns along a Transcontinental Transect - The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- School-developed Option - Ways in which the people and environments interact and the role of informed, responsible and active citizenship in the interaction.

Graphics Technology

What is this subject about?

Graphics Technology introduces students to the application of drawing as an aid to effective communication. It achieves this by developing in students the ability to communicate technical and non-technical information to a range of audiences utilising a variety of graphical techniques and mediums.

The Year 9 course consists of 2 core modules designed to provide a broad understanding of the principles and techniques associated with producing drawings in a variety of styles and formats. Content from the core modules will be further developed through a range of units in Year 10 that allow students to develop knowledge and skills in specific areas of application.

Year 9	Year 10
Unit 1: Logos and Pictograms	Unit 1: Computer Aided Design and Drafting
Unit 2: Communication Devices	Unit 2: Engineering Drawing
Unit 3: Children's Toys	Unit 3: Australian Architecture
Unit 4: Household Appliances	Unit 4: Design of Detached House
Unit 5: Transportation	
Unit 6: Packaging	

Why study this subject?

Graphical communication is becoming increasingly important in a society that relies heavily on visual media forms. Students will learn to develop interesting and effective visual communications. Skills developed in this course support the future study of architecture, graphic design, industrial design, architectural drafting and animation/3-D modelling.

Learning experiences

Students will spend approximately half of the course using computers to create graphical images. They will have the opportunity to realise their design by using the Laser Cutter/Engraver. This will allow students to get a real sense of the viability of their design work. For a significant proportion of the course, students will also complete freehand sketches and complete drawings on paper using T squares.

History Elective

What is this subject about?

Students can look at a range of interesting and popular topics that are not covered in the compulsory Australian History course. Some of the topics could include:

- Ancient Greece
- Aztecs and Incas: gold and blood
- South Africa and Nelson Mandela
- Genocide in the modern world
- Epic Disasters: eg Titanic
- The Renaissance and the Reformation
- The Crusades
- Native Americans
- Vikings
- Napoleon
- Alexander the Great
- JFK and his assassination
- The Terrible Tudors - Henry VIII and his six wives
- An historical investigation of your own choice

Why study this subject?

This course is designed for students with a particular interest in History. It is designed to challenge students and encourage their enjoyment of History. There is opportunity to develop students' skills in essay writing and analysis.

Learning experiences

Students will have the opportunity to learn in a variety of ways. Their writing skills will be developed as well as a substantial amount of class discussion and debate, which gives students the opportunity to voice their opinions on historical issues. Students will also learn through the study of historical sources and research skills.

Industrial Technology - Automotive/Metal

What is this subject about?

The Automotive/Metal Technology course is for girls and boys who really enjoy working with their hands. Elective Automotive/Metal Technology will provide these students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

This course involves experiential discovery learning about a wide range of vehicles and automotive systems. This includes how to fabricate and repair metal based mechanical components. We will explore the internal combustion engine and its various components.

Why study this subject?

The automobile is integral to life in a modern economy. It can be useful to know what to look for when purchasing and maintaining a roadworthy vehicle. This subject will extend your mechanical skills and know-how. Some students may even utilise this opportunity to develop skills toward a career as a diesel mechanic (eg mining industry), automotive mechanic, auto electrician, aircraft engineer (LAME), mechanical engineer and many other possibilities. This subject is intensely practical. Students who enjoy creating something and working with their hands will find this course very satisfying.

Learning experiences

The Automotive/Metal Technology course is workshop based giving “hands on” experience in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Girls and boys will learn primarily with their hands actively engaged in disassembly and assembly of various automotive components using specialised equipment. Some of these tools will be manufactured by the students from steel bar, drawings and a wide range of hand and industrial machinery (metal lathes, milling machine, spot welder, MIG & electric arc welder etc). The major assessment involves the fabrication of a go-kart in Year 10.

There is **no prior metal experience** required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their heightened ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

Industrial Technology - Engineering and Design

What is this subject about?

Engineering and Design is a practical course with individual and group projects as well as experimental work. Students explore the purpose of structures and mechanisms with applications in gears, pulleys and levers. Practical experiences involve both the manufacture and destruction of student bridges as they seek to understand the effect of forces on structures.

The design component of the course may involve the use of the 3D printer and laser cutter in order to realise student designs. Students will problem solve and develop their creativity whilst having the freedom to make their own design decisions.

Drawing skills are taught throughout the course including freehand drawing and sketching, pictorial, orthogonal drawing and CAD drawing.

Course Topics	Description
Engineered Structures	Investigation of structures such as bridges, dams, chairs and buildings.
Engineered Mechanisms	Exploration of the function of levers, gears and pulleys.

Why study this subject?

The study of Engineering and Design provides students with a broad knowledge of basic engineering principles whilst they are immersed in practical design experiences. The course develops skills in the use of materials, tools and techniques as well as skills in drawing for design purposes.

This course is suited to those students who enjoy Science, as well as other practical subjects as it is very hands on and accommodates a variety of learning styles. Students who enjoy learning through active practical work will enjoy this course.

This course will give a good foundation for the senior Engineering Studies and Design and Technology courses. Engineering courses at university are in high demand currently. Design courses at university have always been very competitive in their entry requirements. This combined course will give a good grounding in each course and allow students to experience these courses prior to making Stage 6 subject selection.

Learning experiences

The majority of the course consists of practical experiences related to the theory being studied at the time. Possible practical projects include:

- Bridge building and demolition
- Bottle rockets
- Jewellery
- Furniture and Homewares
- Theatre Design
- Lights
- Clocks

Students will work both independently and in groups to complete projects.

Individual Negotiated Project

A large range of possible projects is available. These may include lights, clocks, jewellery, theatre design, furniture and homeware design. Students may use Photoshop, CAD drawing, 3D printers, Laser Cutter, workshops (textiles, timber and metalwork) as well as computer labs to complete this project.

Industrial Technology - Timber

What is this subject about?

The Timber Technology course is for girls and boys who really enjoy working with their hands. Elective Timber Technology will provide students with many new skills that will form the basis for the creation of projects that will give great satisfaction and pleasure.

Some of the practical projects a student may complete in this course include: ornate small boxes, step-ladders and coffee tables. The final project is a furniture project. Students choose from a selection of designs, which they modify to suit their various needs and design styles. Some of the skills students will develop include: using hand held and portable power tools, learning how to measure, prepare and join timber, draw (both free hand and on the computer using CAD software), reading and interpreting plans and instructions, researching, designing and evaluating.

Why study this subject?

This hands-on, practical based course is one that will allow both girls and boys to be creative in the design and manufacture of timber products. Students study this course to gain valuable skills in reading and interpreting plans, using cutting lists and instructions, designing products and developing plans for the construction of various items. These skills will benefit students in building, construction, design and manufacturing type industries; as well as making them very handy around the home! Students who have an eye for design and enjoy working with their hands will find this course very satisfying.

Learning experiences

The Timber Technology subject is workshop based giving “hands on” experience in a variety of traditional and contemporary technologies. The course is approximately 70% practical and 30% theoretical and aims to develop basic skills necessary for future vocation or recreation.

Students will learn by doing. Under the guidance of a teacher, students will use a range of tools to build timber products. Students will also learn about career paths in the timber industry, read and interpret material lists and prepare reports using appropriate software and hardware. Students will learn to develop plans using Computer Aided Drawing software and use creativity in designing and making. Students will be using the Laser Cutter/Engraver to enhance the design work being undertaken with the projects.

There is **no prior timber experience** required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills are given work appropriate to their heightened ability. All ability levels are catered for in this course.

There is no requirement for a household to own any tools when a student undertakes this course. All work is completed in the classroom.

Media (Photography and Digital Media)

This subject is designed to introduce students to the theory and practice of photography and digital media with particular emphasis on digital video and television production. In addition, the students will study different worldviews from which to view these media, including being introduced to a Christian worldview of media.

Areas of study in each year are listed below:

Year 9	Year 10
<ul style="list-style-type: none">• An introduction to media• Video/photo editing• Event poster/promotional design• Film planning and production• Sound production	<ul style="list-style-type: none">• Video editing and visual effects• Live broadcast production• Film critique• Year 10 Major Project

The media is persuasive in so many forms and an integral part of our lives. It informs, entertains and educates. Students who would like to contemplate an aspect of media as a career have an excellent opportunity to start pursuing this goal in Year 9 at Inaburra.

Students will examine different areas of the media such as video, sound, graphic design and photography. Students will also analyse the different media using the Visual Arts frameworks. In addition, students will use key questions of communication and art. These will be firstly from the perspective of the media producer/artist and secondly from the perspective of the audience/viewer. These media will be investigated from both historical and contemporary perspectives.

The students will learn key competencies such as planning, analysis, creative problem solving, communication, group development and media producing skills in all key areas. Students will also be encouraged to discover the positive and negative values that are represented in the presentation of these media.

Practical tasks involve the use of professional equipment and include digital video production, video editing, digital sound and live studio camera productions. Students explore the values expressed in the media and come to an understanding of, and respect for, the power, influence and impact of the media.

Music

What is this subject about?

Music in Years 9 and 10 offers the student a great variety of experiences in the areas of performance, composition and listening within a number of contexts. The course requires students to study one compulsory topic – Australian Music – as well as a number of other topics from two defined groups that aim to provide depth and breadth of musical study. Music is a **performing art** and the course is **skills based**. Consequently, students are expected to practice regularly and develop their skills on either instrument or voice.

Students choosing Music as an elective MUST take part in Concert Band, Choir or another performing ensemble as a MINIMUM; however, they have the opportunity and are encouraged to be involved in multiple ensembles. It is also **highly recommended that students take private tuition** on their chosen instrument. This can be done at school.

YEAR 9	YEAR 10
<ul style="list-style-type: none">• Develop performance skills including improvisation• Develop score reading, arranging and composing skills• Develop listening skills through a wide variety of repertoire	<ul style="list-style-type: none">• Develop performance skills including improvisation• Develop score reading, arranging and composing skills• Develop listening skills through a wide variety of repertoire• Develop confidence as a solo performer

The course outcomes include:

- **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- **composing** as a means of self-expression, musical creation and problem solving
- **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

Why study this subject?

Students are provided with opportunities to explore the instrument of their choice while incorporating the study of music history including musical genres, styles and composers. The Music course also enables students to enhance their research and written composition skills. Students will gain experience performing as part of a group and as a soloist, both in class performances, and regular evening performance nights. They will gain confidence, develop character and social skills and acquire a strong work ethic from taking part in music classes and ensembles.

Learning experiences

Students are expected to practice their instruments regularly and develop their skills to a high level, both as ensemble members and soloists. In order to aid the development of compositional skills students will have the opportunity to use the keyboard laboratory and music computer laboratory, which is equipped with Apple Macintosh computers, using musical software such as *Sibelius*. Excursions, including visits to see the Sydney Symphony, are a regular part of musical study in the elective course and aim to inspire and encourage a continued love and appreciation of music.

PASS (Physical Activity and Sports Studies)

What is this subject about?

Physical Activity and Sports Studies (PASS) aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

Why study this subject?

Students who enjoy participating and organising both sporting events and teams will find areas of interest in this course. Here are some views of current students on the subject:

"PASS is a collaborative, group involved subject that allows you to enjoy different elements in physical aspects and expands your knowledge of sport science." Emily

"If you enjoy sports, want to have fun, and enjoy learning about sporty things, then PASS is the subject for you" Alexander

"PASS is great because you get to learn about physical activity and how the body functions, and you learn in an enjoyable, interactive environment" Amber

"The fitness challenge PBL in PASS was excellent as I was able to set goals, challenge myself and see my fitness improve. The final fitness challenge day at Stanwell tops was so much fun, a reward for all the hard work in class." Kaitlyn

Learning experiences

Throughout the course students will develop skills that improve their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- develop Inaburra Learner Profile skills through Project Based Learning activities; including the Individual Fitness Challenge and creating an engaging Athletics Carnival for a local primary school

Textiles Technology

What is this subject about?



Calvin Klein



MIMCO

What do all of these have in common? Textiles and Design

Textiles Technology relates to the clothes and fashions we wear, our home interiors and environments, theatre and the arts. Textiles have played a significant role throughout human history in commercial, industrial and personal settings. Students will investigate and compare today's fashions with those of the past. They will delve into the world of costume, explore innovative and creative techniques for textile arts and design. Students learn about fibres and how to analyse their end use. The elements of design are explored and applied to the creative ideas and projects of the students. The influence the textile industry has on technology is also investigated.

Textiles Technology offers hands on experience whilst students design, produce and evaluate textile items. This course encourages students to be creative, productive, organised, responsible and reflective learners. There are many university and TAFE courses that can lead to a wide variety of careers. Examples of career paths include fashion and textile design, costume design, interior design and clothing manufacturing engineer.

Years 9 and 10

Students will design and create from at least four of the following focus areas: Apparel, Furnishings, Costume, Textile Arts and Non-apparel. Students will follow flexible design briefs to build upon their skills, knowledge and interests.

Why study this subject?

Students who have an interest in the fashion and textile design industry, costume design, the textile arts or interior design will find many areas of enjoyment in this subject. Furthermore, students who love to be creative using textile mediums will have a chance to explore this creativity in an engaging way. This includes students learning to use cutting edge technologies such as a laser cutting and digital printing as they apply to textiles.

Students will:

- develop knowledge and understanding of the properties and performance of textiles, textile design, and the significant role of textiles in society
- focus on the production of practical projects as a basis for learning about textiles using a design, produce and evaluate process
- develop skills in the critical selection and creative use of textiles for a broad range of quality applications

There is an emphasis on the documentation of processes to show the development of project work.

Textiles Technology Continued

Learning experiences

Practical Tasks – students will work through a number of practical tasks; follow an integrated design and theory approach, in addition to creating and evaluating a range of textile projects. Different cultures, historical studies and other sources are researched for ideas that are then translated into their products by the students. Textile projects will give students the opportunity to be creative and independent learners. They will also explore functional and aesthetic aspects of textiles and demonstrate responsibility in decision-making.

Some areas studied include:

- **Performance Properties** – A broad knowledge is gained of the properties, performance and use of textiles and the colouration, yarns and fibres of textiles are explored. The knowledge gained is used in project creation.
- **Graphics Skills** – These are developed in class so that design ideas are presented in a professional manner.
- **Experimentation** – Construction skills and fabric decoration methods are experienced, interpreted and selected by the students for their designs. The process is documented in a **design folio**.
- **Textile Consumers** – Students will develop an appreciation of the factors affecting them as textile consumers.
- **Textile Designers** – Students investigate designers and are challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences.

There is **no prior textile experience** required for this course. All students are taught to use the equipment they need for their projects. Students who enter the course with substantial skills in textile technology are given work appropriate to their heightened ability. All ability levels are catered for in this course.

There is no requirement for a household to own a sewing machine when a student undertakes this course. The majority of work is completed in the classroom.

Visual Arts

What is this subject about?

Visual Arts is an interactive subject that allows students to express their creativity through a wide range of art making activities and media. The following areas and expressive forms will be explored in Visual Arts:

Year 9	Year 10
<ul style="list-style-type: none"> • Still Life drawing and canvas painting • Pet Portraiture (Mixed Media art on paper) • Artist research assignment • Portfolio and collection of work (photomedia, painting and drawing) • Guerrilla Art (Installation Art) • Visual Arts Process Diary 	<ul style="list-style-type: none"> • Marine Inspired Vessels (Ceramics) • Art History and Art Criticism, Frames, Artist Practice, Conceptual Framework • Ordinary/Extraordinary/ Ground • Mini body of work (choice of medium) • Post Modern Etching • Development of essay writing skills • Visual Arts Process Diary

Why study this subject?

Creative thinking and enquiry are critical life skills and those who study Visual Arts learn to become resourceful, imaginative and innovative students. Movement through the course enables students to develop a greater understanding and awareness of the art world and to assist them in developing their own art making practice.

Learning experiences

Visual Arts students explore the many varied artistic disciplines through learning opportunities based on a flexible content structure consisting of practice (art making, art criticism and art history), the conceptual framework (artist, artwork, world, audience) and the frames (subjective, cultural, structural and post-modern). These aspects of content can be engaged more broadly and deeply as students develop increasing autonomy in their practical and theoretical understanding, knowledge and skills.

Staff Contact List

If you require further information, please contact the relevant Learning Leader.

Year Advisor: Mr McGovern and Mrs Mann

Director of Curriculum: Mr Bailey

Director of Teaching and Learning: Mrs Easton

Elective Subjects	Academic Leader responsible
Chinese	Mr Durston
Commerce	Mr Low
Computing Studies	Mrs Erwin
Dance	Mr Snowball
Drama	Mr Snowball
Food Technology	Mrs Black
Geography Elective	Mr Low
Graphics Technology	Mrs Black
History Elective	Mr Durston
Industrial Technology – <ul style="list-style-type: none"> • Automotive/Metal; • Engineering and Design; • Timber 	Mrs Black
Music	Mrs Geering
PASS (Sports Studies)	Mr Wadds
Media (Photography and Digital)	Mr Snowball
Textiles Technology	Mrs Black
Visual Arts	Mrs Goodwin

Compulsory subjects	Teacher to contact
English	Mrs Crawshaw
Mathematics	Ms Laurenson
Science	Mrs Gordon
History	Mr Durston
Geography	Mr Low
PDHPE	Mr Wadds
Biblical Studies	Mr Gibson
Outdoor Education (Camping)	Mrs Gaskell

Selection Form Student Record

STUDENT NAME:

Home Group:

➤ **This form is for your own records and should be kept in a safe place.**

Please number 1 to 6 in order of priority (1 is the highest priority choice)

NOTE: students will only receive TWO Industrial Technology subjects out of the three on offer.

- Chinese (Mandarin)
- Commerce
- Computing Studies
- Dance
- Drama
- Food Technology
- Geography Elective
- Graphics Technology
- History Elective
- Industrial Technology - Automotive/Metal
- Industrial Technology - Engineering and Design
- Industrial Technology - Timber
- Music
- PASS (Sports Studies)
- Photography and Digital Media
- Textiles Technology
- Visual Arts