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Introduction Stage 4
Mandatory requirements are listed within this handbook and teachers will counsel students with regards their available subject electives for their Year 8 curriculum. The school strongly encourages parents/guardians to take an active part in helping their daughter/son in monitoring outcomes of each course of study.

The Stage 4 curriculum enables students to:

- choose their course of study according to their interests and abilities
- know the course outcomes and assessment criteria of their courses
- gain regular feedback on their progress through a formal report each semester
- work independently and/or cooperatively to achieve the set outcomes
- access the HSC experience in a course of study as an “accelerated student”.

All courses offered by this school are listed in this booklet with an outline of content and course requirements. Initial elective course selection is important as the curriculum pattern is established based on such choices. Parents and students are advised to carefully read and discuss all the information provided.

After this booklet is distributed, students should also take the opportunity to discuss choices individually with their Teachers, Head Teachers and Year Advisers.

To assist you in the process and clarify course selection, a Year 7 Parent and Student Information Evening (4:30pm – 5:30pm) will be held on Tuesday 4 August 2015 in the Bensley Hall. An initial elective course selection sheet is attached at the end of this booklet. Students will be required to submit their initial elective course selection forms by Friday 14 August 2015. From these choices a line pattern will be determined that accommodates the greatest number of students.

Some students may not be able to obtain their original choice of elective courses because:

a) the courses that they have chosen are incompatible with the line pattern determined by the majority of students
b) the courses they have chosen have insufficient student interest and therefore have to be removed from the courses available.

It cannot be assumed that all courses listed in this prospectus will run in the year 2016.

Should you have any questions about the information in this booklet, you are welcome to contact the school.

Courses of Study
Each course of work has a title, description and a set of outcomes which will be assessed during the semester. Students and parents will receive a report every semester indicating student progress.

- students need to take responsibility for their own learning
- students have the opportunity to elect courses of study according to their interests and abilities
- students have a right to experience success throughout schooling
- student learning is enhanced with regular constructive/formative feedback
- students learn best when they are in a partnership with their parents/caregivers and teachers
- students are provided with the opportunity to develop independent and cooperative learning skills
- students enjoy learning

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Stages
The Office of the Board of Studies has organised its syllabuses for both primary and secondary schools in stages of learning. Stage 4 is generally associated with a level of learning for Years 7 and 8, Stage 5 for Years 9 and 10, and Stage 6 for Years 11 and 12.

It is expected that each student will progress through these stages but at a rate of learning according to ability, achievement and interests. Obviously, whatever a student’s interest or ability, a specific foundation of learning is required before progression is permitted.

Progress of Students
Student’s progress will be measured against the Areas of Learning (AOL) listed in each course they study. Courses will be accredited to students only if these AOL are achieved. Students will reach these AOL at different standards.

If the school deems a student has not satisfied the course requirements, then the course will not be accredited.

Record of School Achievement - RoSA
Students leaving secondary school prior to the completion of a HSC will receive a RoSA. This credential, details students’ achievements in all courses of study completed at the time of exit. If students progress to the successful completion of a HSC, they will receive the HSC credential and a transcript outlining their successful course completion throughout secondary school. The RoSA will also include evidence of extracurricula programs such as volunteering and school representation. Further information about the RoSA will be discussed in Stage 5, alternatively please visit the NSW Board of Studies website.

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# PATTERNS OF STUDY REQUIREMENTS – STAGE 4

<table>
<thead>
<tr>
<th>Course / Subject</th>
<th>YEAR 7 Periods / Fortnight</th>
<th>YEAR 8 Periods / Fortnight</th>
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<tr>
<td>English</td>
<td>8</td>
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<td>Science</td>
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<td>8</td>
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<td>History</td>
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<td>Geography</td>
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<td>2</td>
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<td>PDHPE</td>
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<td>Technology</td>
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<td>Music</td>
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<td>Visual Arts</td>
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<td>Language</td>
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<td>6</td>
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<td>Guidance</td>
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<td>1</td>
</tr>
<tr>
<td>Elective Sampler – (1 elective each semester)</td>
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<td>6</td>
</tr>
<tr>
<td>Sport</td>
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<td><strong>TOTALS</strong></td>
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<td><strong>56</strong></td>
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Stage 4

Mandatory Curriculum

Course Outlines

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English

Course Numbers: 7E, 8E

Description of Course
The study of English is an active pursuit where students use language to learn about language. In years 7 to 10, English is the study of language in its various textual forms. These forms encompass spoken, written, visual, media, multimedia and digital texts. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

When responding to texts students will read, listen to or view texts. Responding to texts typically involves:
- Shaping and arranging textual elements to explore and express ideas, emotions and values.
- Identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating texts.

When composing texts students will produce a range of written, spoken or visual texts. Composing typically involves:
- Shaping, making and arranging textual elements to explore and express ideas, emotions and values.
- Processes of imagining, drafting, appraising, reflecting and refining.
- Knowledge, understanding and use of the language forms, features and structures of texts.

Year 7
In Year 7 English students will study four (4) modules throughout the year. These include:

1. **Convince Me**
   In this module students will explore the power of language to persuade. They will develop an understanding of forms and features of rhetoric.

2. **Other Places, Other Times**
   Students will investigate the way other people’s lives have been represented through a variety of multicultural and historical texts. They will study a set text and a range of related texts as part of this module.

3. **Appreciating Context (Shakespeare’s Life and Times)**
   Students will gain an understanding of the culturally significant works of William Shakespeare by exploring the historical and cultural context of the world, life and times of Shakespeare. They will gain an appreciation of the genres, language and dramatic conventions of Shakespeare’s plays.

4. **In the Wild (Romantic and Landscape Poetry)**
   The focus of this unit is for students to develop an appreciation and understanding of poetic forms, features and techniques. They will explore the spiritual connections between nature and the individual; initially in Romantic poetry, and the appropriation of the key ideas/conventions in Asian forms and modern landscape poetry.

Course Fee: $5 and ICAS English ($8.80), Spelling ($12.10) and Writing ($18.70) competition entry fees

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Year 8

In Year 8 English students will study four (4) modules throughout the year. These include:

1. **Satire**
   The focus of this unit is for students to study and gain a clear understanding of the conventions associated with satire. They should become familiar with the forms of satire and how these are used for a specific purpose.

2. **Australian Voice in Text**
   In this module students will develop an understanding of the way distinctive voice is created in a range of written and visual texts. Students will respond analytically and creatively in class to a range of texts.

3. **Close Study of Text**
   Students will undertake a close study of the play Romeo and Juliet. They will respond critically and creatively to the text. They will learn to appreciate how cultural context shapes meaning and ideas in texts.

4. **Be afraid….Crafting the World of Horror**
   The focus of this unit is for students to hone the craft of descriptive writing within the framework of the horror genre. They will interpret the genre through historical, production and creative elements in image, prose fiction, poetry and filmic texts. They will respond to and compose a range of their own imaginative texts.

*Course Fee:* $5 and ICAS English ($8.80) and Writing ($18.70) competition entry fees

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Mathematics

Course Numbers: 7M, 8M

**Description of Course**
Mathematics Stage 4 is mandatory

**Course Design**
4 sequential units over 2 years

**Core**
Topics from each of the strands number and algebra, statistics and probability, measurement and geometry, as well as the processes from working mathematically.

**Stage 4**
By the end of Stage 4, students use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts.

They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency with a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students develop a range of mental strategies to enhance their computational skills. They operate competently with integers, fractions, decimals and percentages, and apply these in a range of practical contexts, including problems related to GST, discounts and profit and loss. Students are familiar with the concepts of ratios and rates, and apply these when solving problems. They investigate divisibility tests, use index notation for numbers with positive integral indices, and explore prime factorisation, squares and cubes, and related square and cube roots, and the concept of irrational numbers.

Extending and generalising number patterns leads students into an understanding of the use of pronumerals and the language of algebra. They simplify algebraic expressions, substitute into algebraic expressions and formulas, and expand and factorise algebraic expressions. Students solve simple linear and quadratic equations. They develop tables of values from linear relationships and illustrate these relationships on the Cartesian plane, with and without the use of digital technologies.

Students calculate the perimeters and areas of a variety of polygons, circles, sectors and simple composite figures, and solve related problems. They calculate the volumes and capacities of right prisms and cylinders, and solve related problems. They convert between units of area and units of volume, and connect units of volume and capacity. Pythagoras' theorem is used to calculate side lengths in right-angled triangles and solve problems in two dimensions. Students calculate time duration and apply their understanding of Australian and world time zones to solve problems.

Knowledge of the properties of two-dimensional geometrical figures, angles, parallel lines, perpendicular lines and congruent figures enables students to apply logical reasoning to solve numerical exercises involving unknown lengths and angles in figures.

Students construct, interpret and compare data displays, including dot plots, stem-and-leaf plots, sector graphs, divided bar graphs, and frequency tables and histograms. In analysing data, they consider both categorical and numerical (discrete and continuous) variables, sampling versus census, and possible misrepresentation of data, and calculate the mean, mode, median and range. Students represent events using Venn diagrams and two-way tables, and calculate the probability of simple and complementary events in single-step chance experiments.

**Course Fee:** Year 7 and 8: $32.80 per annum (*includes two competitions $6 and $8.80, subject fee $5 and Hot Maths $13*)

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**Science**

**Course Numbers:** 7S, 8S

**Description of Course**
Science is the study of the natural and the made world. The study includes events, models and explanations, and a historical perspective of how science and society have developed and interacted. This course is largely experimental, and focuses on developing an understanding of the process of science, how science has changed our world, how natural events and observations can be explained, the use of technology, confidence in applying science ideas and an appreciation of the value of science in our modern society.

This course is mandatory. Our teaching and learning programs reflect the revised syllabus, as well as the unique needs of gifted and talented students. The time allocation for each thematic unit is a guide only. Each unit is divided into a series of topics. Each topic is assessed, and this is shown by an outcome on the student’s report.

**ESSA - Essential Secondary Science Assessment** is conducted in November each year.

**Course Design**
The content is divided into 13 topics:

- **Topic 7-1 Laboratory Skills**
- **Topic 7-2 Particles**
- **Topic 7-3 Mixtures**
- **Topic 7-4 Living Things**
- **Topic 7-5 Changing Earth**
- **Topic 7-6 Solar System**
- **Topic 8-1 Elements and Compounds**
- **Topic 8-2 Body Systems**
- **Topic 8-3 Forces and Fields**
- **Topic 8-4 Ecology**
- **Topic 8-5 Energy and Resources**

**Students will learn about:**

- Using laboratory equipment, designing experiments, reporting experiments, use of control and variable, and being safe.
- Applies laboratory skills to separating mixtures, the properties of substances, and how these can be used in separations.
- The concept of particles to explain the behaviour of matter, and how these particles interact with each other, and how we use them.
- The variety of living things, how they work, and how they are classified. Includes microscopic living things.
- Chemical substances, the concept of elements and compounds, and how to make new and more useful substances.
- Planets, stars and space, focussing on how the earth moves through space and the effects of this on earth, such as seasons and tides.
- How machines help our lives by varying the force, effort or speed that we can exert using muscle power or fuels.
- How plants germinate, grow, reproduce, and produce food, how they function inside, and why plants are so important to us.
- Minerals, rocks, volcanoes, and how they shape the land we see every day, and what these are made of.
- How and why objects move, either being pushed or being moved under the influence of a field.
- How the major body systems work together to keep us living and breathing, digesting, moving, and blood circulating.
- Types of energy, and to convert them into different forms, and some applications of the importance of energy.
- How the environment works, and how living things survive in their chosen environment, including adaptations and interactions.

**Course Fees:** Year 7 $25.00, Year 8 $25.00 (includes competition)

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Description of Course
Students undertake 100 hours of History (mandatory) in Stage 4.

History mandatory Stage 4 is designed to provide students with an understanding of world history from ancient times to the modern world and the basic skills required for the effective study of history.

Course Design
The content is divided into 4 topics with internal options:

- Depth Study 1: Investigating the Ancient Past
- Depth Study 2: Ancient societies in the Mediterranean world
- Depth Study 3: Ancient Societies in the Asian world
- Depth Study 4: Medieval European Society
- Depth Study 5: Expanding contacts – The Black Death in Asia, Europe and Africa
- Depth Study 6: The Asia-Pacific World – Japan under the Shoguns

Inquiry questions are provided to define the scope of inquiry for each area of study.

Students will learn about:

- Historical Literacy: Students will develop methods to interpret and understand historical texts and use historical terms and concepts in appropriate contexts. They will identify and analyse reasons for differing perspectives on historical issues and synthesise these to develop conclusions.

- Developing sophisticated oral and written expression skills: Framed through historical inquiry used to interpret history within the context of actions, attitudes and motives of people in the context of the past. Student will learn to express judgements supported with evidence and incorporating relevant ICT skills

- Evaluate historical sources: Students will develop basic source analysis skills in the use of primary and secondary sources. Source analysis focuses on recognition that Historians interpretations of historical events are constructed and open to interpretation. Students will also develop an ability to evaluate the usefulness, reliability and perspective of primary and secondary sources.

- Research and communication: Students will plan historical research to suit historical investigations. They will identify, locate, select, interpret and organise information from a variety of sources including ICT. Research findings will be presented using a range of communication forms including oral, graphic, written and digital media to communicate effectively about the past.

Course Fee: $5

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Description of Course
Students must undertake 100 hours of study of Stage 4 Geography (mandatory).

Geography incorporates learning related to global Geography and the interaction of human and physical elements of the environment in a global context.

The study of geography develops a wide range of skills such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork. The study of geography also provides opportunities for students to use a wide range of geographical tools including information and communication technologies.

By the end of Geography Stage 4 students will have developed the necessary ICT skills to:

- Create a desktop-published document or multimedia presentation for a specific audience
- Develop and refine search techniques using the Internet
- Design and create a multimedia presentation and
- Practise ethical behaviour when using the Internet.

Through studying Geography students will become competent, discriminating and creative individuals.

Course Design
The content is divided into 4 topics:

- 4G1. Investigating the World
- 4G2. Global Environments
- 4G3. Global Change and

Students will learn about:

- the discipline of geography and the nature of geographical inquiry
- geographical processes that form and transform global environments, and human interactions within environments
- the changing nature of the world and responses to these changes and
- global geographical issues and appropriate methods of citizenship for their management.

Course Fee: Nil
Description of Course
Students undertake 300 hours of PDHPE (mandatory) study across Stages 4 and 5.

Personal Development, Health and Physical Education is integral to the cognitive, social, emotional, physical and spiritual development of students. Students’ learn about ways of maintaining active lifestyles and enhancing the health and well-being of themselves and others. It is also concerned with students’ learning through movement experiences that are both challenging and enjoyable; improving their capacity to move with skill and confidence in a variety of media and promoting the value of physical activity in their lives.

Course Design
The course is divided into theoretical and practical units examining the concepts of:

- **Stage 4**
  - Theoretical Units
    - Healthy Lifestyle
    - Relationships
    - Drug Education
    - Safety
  - Practical Units
    - Fitness assessment and development
    - Team Games
    - Athletics- track & field
    - Dance – social, folk and bush
    - Recreation activities

- **Students will learn about:**
  - health issues focusing on the development of health-promoting attitudes and behaviours;
  - ways to assess, develop and maintain personal fitness;
  - ways to move competently and safely across a range of media including athletics, dance and games.

Course Fee: $5
Technology

Course Numbers: 7TEM, 8TEM

Description of Course
Students undertake 200 hours of Technology (mandatory) in Stage 4.

Technology (mandatory) Stage 4 is designed to develop students’ ability to design, produce and evaluate quality solutions that respond to identified opportunities and needs. It enables students to justify solutions and to responsibly, safely and creatively use and select materials, tools and techniques.

Course Design
The areas of study include:

Products
- food design
- fashion design
- industrial design

Built Environment
- interior design
- structural design

Information and Communication
- digital media design
- promotional design

Students will learn about:
- the design processes, design theory and the work of designers
- researching, experimenting, generating and communicating creative design ideas and solutions
- responsible selection and safe use of materials, tools and techniques
- the impact of innovation and emerging technologies on the individual, society and the environment
- managing quality solutions to successful completion and
- evaluating and reflecting on the success of their own and other designer’s activities.

Course Fees: Yr 7 $110 = $75 food / textiles
$35 industrial arts

Yr 8 $85 = $50 food / textiles
$35 industrial arts

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
This mandatory course must be studied for 100 hours. The course provides students with the opportunity to work in a broad range of musical contexts, including art music and music that represents the diversity of Australian culture.

Course Design
In Year 7 the course content is divided into concepts.
• Term 1 Duration and Structure
• Term 2 Pitch
• Term 3 Tone Colour and Texture
• Term 4 Dynamics and Expressive Techniques

In Year 8 students continue to study the concepts of music through the course topic, Music for ensembles.

Course Content
Students will study the concepts of music through the learning experiences of performing, composing and listening within the context of a range of styles, periods and genres. In Year 7 students will perform on tuned and untuned percussion instruments, keyboard and guitar. In Year 8 students will perform in ensembles on keyboard, guitar and/or instruments of their own choice.

Students will develop knowledge, understanding and skills through the musical concepts by:
• performing as a means of self expression, interpreting musical symbols and developing solo and ensemble techniques
• composing as a means of self expression, musical creation and problem solving and
• listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Course Fees: Year 7 $25, Year 8 $25
Visual Arts

Course Numbers: 7VA, 8VA

This mandatory course must be studied for 100 hours in Stage 4 (Years 7 and 8).

Description of Course
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

Course Design
Content will include critical and historical study and making artworks using a range of materials and techniques. These include traditional and more contemporary forms, ceramics, drawing and painting.

Course Requirements
Students are required to make artworks, study artists and keep a Visual Arts Diary.

Course Fee: Year 7 - $80, Year 8 - $40

Information and Communication Technologies - ICT

Information and Communication Technologies (ICT) are integrated within the outcomes and content of the mandatory Years 7-10 syllabuses.
The basic aims for ICT across the curriculum are to ensure that all students have the opportunity to become competent, discriminating and creative users of ICT, and that they are better able to achieve syllabus outcomes through effective use of ICT for enhanced learning.
All mandatory syllabuses make some explicit statements about the ICT that is to be incorporated into teaching and learning.

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Mandatory Study Languages

In stage 4, students are required to complete 100hrs mandatory study in a Language other than English. At Merewether High School, students are able to select the language they will study to meet this requirement. The languages offered to students for completion of mandatory requirements are, German and Indonesian. Students must select one of these courses.

GERMAN

Course Description:

German 100 hours is a one year course.

The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Course Structure:

The syllabus content is to be studied through task based topics:

- Film and music
- Greetings
- Introductions
- Numbers
- Directions
- German cuisine
- Hobbies and leisure time
- Shopping
- Ordering in a café
- German culture and traditions

Students will have the opportunity to develop their language skills through a range of practical activities designed to immerse them in the language and focus on practical applications of the language. Skills developed through learning a second language are transferable to other languages and to other areas of learning.

Course Fee: $20

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Course Description:

Indonesian 100 hours is a one year course. 

_The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits._

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Course Structure:

The syllabus content is to be studied through task based topics:

- Film and music
- Greetings
- Introductions
- Numbers
- Directions
- Indonesian cuisine
- Hobbies and leisure time
- Shopping
- Ordering in a restaurant
- Indonesian culture and traditions

Students will have the opportunity to develop their language skills through a range of practical activities designed to immerse them in the language and focus on practical applications of the language. Skills developed through learning a second language are transferable to other languages and to other areas of learning.

Course Fee: $20
Stage 4

Elective Curriculum

Course Outlines

NB: Students are required to select 2 electives. One will be studied in semester 1 (Term 1 and 2) and the other will be studied in semester 2 (Term 3 and 4)
Course Title: Commerce  
KLA: Social Science  
Course Coordinator: Mrs L Burnett  
Course Overview: Through practical activities, real experiences and task-focussed learning students investigate issues that confront consumers. Students work in a creative environment to develop innovative products, imaginative marketing strategies and offer their products for sale. Students develop an appreciation of the importance of corporate social responsibility.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Choice</td>
<td>• investigate comparison purchasing, the role of retail centres, pricing strategies and marketing strategies</td>
</tr>
<tr>
<td>• introduction to consumerism</td>
<td>• make informed decisions about the impact of technology on buying patterns</td>
</tr>
<tr>
<td>Consumer Decisions</td>
<td>• research and report on real scams and rip-offs by using the online package “Scam Watch”</td>
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<tr>
<td>• comparison purchasing</td>
<td>• investigate the legal rights for consumers</td>
</tr>
<tr>
<td>• online shopping</td>
<td>• gain practical experience in consumer redress</td>
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<tr>
<td>• fair trade</td>
<td>• work in a team to design and promote a new product for the MHS Charity Market Day.</td>
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<tr>
<td>Consumer Protection</td>
<td>• assess promotional strategies used by businesses to maximise sales and persuade consumers to buy products</td>
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<tr>
<td>• consumer scams</td>
<td>• assume the role of a marketing strategist to examine and recommend effective promotional strategies</td>
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<tr>
<td>• unethical selling practices</td>
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<td>• consumer redress</td>
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<td>• legal rights</td>
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<td>Marketing Products</td>
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<td>• marketing techniques</td>
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<td>• differentiating products</td>
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<td>• brand logos</td>
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<td>• product endorsement</td>
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<td>• product placement</td>
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<tr>
<td>Product Promotion Strategies</td>
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<tr>
<td>• designing a new product</td>
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<tr>
<td>• developing marketing strategies</td>
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<tr>
<td>• designing media releases</td>
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<td>• technology and marketing</td>
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<tr>
<td>• social media marketing</td>
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</tbody>
</table>

Course Assessment: Task 1: A fieldwork report (25%)  
Task 2: Group work project (25%)  
Task 3: Semester Examination (30%)  
Plus classwork, bookwork and homework (20%)  

Special Requirements: Nil  

Course Fee: Cost of excursion

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Drama  
KLA: Creative and Performing Arts  
Course Coordinator: Ms K Sutherland  
Course Overview: The Year 8 Elective Drama course is a performance course. Students will develop skills in playbuilding, design, acting, directing and preparing scripts for performance. The semester will culminate with a public performance.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using scripts to make performance</td>
<td>• students explore elements of drama to produce performance for an appropriate audience</td>
</tr>
<tr>
<td>Playbuilding / Devising theatre</td>
<td>• students use written form to communicate dramatic meaning</td>
</tr>
<tr>
<td></td>
<td>• students experiment with performance spaces and production elements appropriate to purpose and audience</td>
</tr>
</tbody>
</table>

Course Assessment:  
Script-based performance – 30%  
Playbuilding performance – 40%  
Written log book reflection – 30%

Special Requirements: Students participating in this course will be expected to participate in a public performance at the end of the semester.

Course Fee: $10
Course Title: Engineering Technology

KLA: Technology and Applied Studies

Course Coordinator: Mrs V McCudden

Course Overview: Students will undertake a range of projects based around engineering technologies and their applications, with students gaining knowledge in basic engineering principles as well as developing a range of practical workshop skills.

Products such as cam operated vehicles, sheet metal storage boxes, wooden routed stool/table, metal turned tools and laser cut projects may be produced.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects may include any of the following</td>
<td>• identifies and uses a range of hand and machine tools in different technological environments.</td>
</tr>
<tr>
<td>• steam Turbines</td>
<td>• makes quality projects to completion within set limitations</td>
</tr>
<tr>
<td>• cam-operated vehicles</td>
<td>• identifies and applies fundamental OHS principles when working with materials, tools and machines.</td>
</tr>
<tr>
<td>• sheet metal Storage boxes</td>
<td>• use of a range of materials for specific purposes</td>
</tr>
<tr>
<td>• wooden Routed Stool</td>
<td>• marking, cutting, joining and finishing techniques applicable to a range of material technologies.</td>
</tr>
<tr>
<td>• wooden whistle</td>
<td>• basic engineering principles with relation to engineering shell and rigid structures and mechanisms.</td>
</tr>
<tr>
<td>• metal turned tools (centre punch)</td>
<td></td>
</tr>
<tr>
<td>• laser cut prototypes</td>
<td></td>
</tr>
</tbody>
</table>

Projects may be made from a range of materials including

• wood
• metal
• plastics

Course Assessment: Research (Engineering analysis) – 20%
Wood based product/prototype – 40%
Metal/plastic based product/prototype – 40%

Special requirements: DEC WHS regulations require students to wear covered leather shoes for practical lessons

Course Fee: $25
Course Title: Food Technology
KLA: Technology and Applied Studies
Course Coordinator: Mrs V McCudden

Course Overview: The emphasis of this course will be the development of practical skills exploring a variety of current and popular cooking styles. The course is based around the concept of “Masterchef” with team challenges, taste tests, invention tests and mystery boxes being part of weekly practical lessons. Foods prepared each week will vary from home style favourites to modern contemporary dishes and multicultural fusion foods. Through weekly master classes students will learn about food chemistry and the functional properties of foods.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food trends</td>
<td>• analyses changes to the properties of food which occur during food processing, preparation and storage</td>
</tr>
<tr>
<td>• Current food trends will be investigated including the explosion of the humble cupcake and macaron. A case study of the successful business “Cupcake Espresso” Adamstown will be conducted. At the conclusion of the course students will prepare and serve a high tea to invited guests.</td>
<td></td>
</tr>
<tr>
<td>Multicultural food habits</td>
<td>• selects and employs appropriate techniques and equipment for a variety of food specific purposes</td>
</tr>
<tr>
<td>• A study into the cultures which have influenced Australia’s multicultural fusion cuisine. Common ingredients and utensils used, food preparation techniques, food customs and beliefs influencing food habits from each culture will be explored. Preparation of a traditional Indian banquet and restaurant excursion broaden student experiences with multicultural foods.</td>
<td>• demonstrates hygienic handling of food to ensure a safe and appealing product</td>
</tr>
<tr>
<td>Ethical and Environmental use of food</td>
<td>• plans, prepares, presents and evaluates food solutions for specific purposes</td>
</tr>
<tr>
<td>• Students will learn to “love their leftovers” when they study strategies in minimising food wastage in developed countries. Students will re-invent classic dishes and explore sustainable practices such as organic farming.</td>
<td></td>
</tr>
</tbody>
</table>

Course Assessment:  Weekly practical including invention tests and mystery box challenges 60%
Celebrity Chef Research Task 20%
Folio work 20%

Special Requirements: DEC WHS requires students to wear fully enclosed leather shoes for practical lessons.

Course Fee: $55 to cover weekly food expenses

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: French  
KLA: Languages  
Course Coordinator: Kristine Horan

Course Overview: This course will cover some basics of French language through the study of its rich and varied culture.

The course will focus on the following:

- Looking at the influence the French language has had on the English language and vice versa.
- Listening to and watching film clips of some French songs, singers will include Edith Piaf, Camille and Sexion D'Assault
- Studying some gestures and etiquette that French people use and comparing them to Australian customs.
- Watching and reviewing a French film, Asterix and Obelix vs Caesar
- Reading French stories, TinTin & Le Petit Prince
- Examining French celebrations and cooking some food related to that festival, Mardi Gras and pancake Tuesday
- Researching popular French tourist destinations
- Briefly looking at the French Revolution and the influence it has had on countries throughout the world.
- Reading some current French magazines to look at fashion and food trends

This course may be of interest to students wishing to continue onto Language, Geography, Society and Culture, Studies in Religion, Hospitality. It will also provide cultural understanding related to fields such as TAS, CAPA, History and skills in digital technology.

Course Content:

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Students will learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with our multi-cultural community through the study of history, social traditions and practices,</td>
<td>• the differences and similarities between French and Australian cultures</td>
</tr>
<tr>
<td></td>
<td>• the effect that French culture has had throughout the world and on their lives</td>
</tr>
</tbody>
</table>

Special Requirements: no special requirements

Course Fee: $20
Course Title: Geography
KLA: Social Science
Course Coordinator: Mrs L Burnett
Course Overview: Through fieldwork, case studies and investigative learning methods students will study the way humans interact with marine environments. The course emphasises the cultural, commercial, environmental, scientific and recreational aspects of the sea and how it is managed.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oceans &amp; Marine Mammals</td>
<td>• discover a range of technologies used to profile the ocean bottom</td>
</tr>
<tr>
<td>• the development of oceans</td>
<td>• research the physical conditions at various ocean depths and species that live at those depths</td>
</tr>
<tr>
<td>• oceans and seas of the world</td>
<td>• investigate humans and ocean interactions</td>
</tr>
<tr>
<td>• marine mammals: anatomy, characteristics</td>
<td>• recognise a variety of coastal habitats</td>
</tr>
<tr>
<td>and food sources</td>
<td>• examine the biodiversity of organisms found in coastal habitats</td>
</tr>
<tr>
<td>• the importance of the oceans to humans</td>
<td>• assess the human impacts on the rock platform</td>
</tr>
<tr>
<td>Rock Platform &amp; Marine Organisms</td>
<td>• undertake locational field work studies</td>
</tr>
<tr>
<td>• plant &amp; animal adaptations</td>
<td>• undertake and report on practical fieldwork activities.</td>
</tr>
<tr>
<td>• importance of the rock platform</td>
<td>• conduct research into the management of an aquaculture business and the role of aquaculture in the sustainability of marine industries</td>
</tr>
<tr>
<td>• human &amp; natural factors that disrupt the rock platform ecosystem</td>
<td></td>
</tr>
<tr>
<td>Local Marine Management</td>
<td></td>
</tr>
<tr>
<td>• dangerous marine creatures as either</td>
<td></td>
</tr>
<tr>
<td>aggressors or retaliators</td>
<td></td>
</tr>
<tr>
<td>• from fresh water to salt water ecosystems</td>
<td></td>
</tr>
<tr>
<td>• port Stephens Marine Park</td>
<td></td>
</tr>
<tr>
<td>Aquaculture</td>
<td>• the importance of aquaculture to the Australian economy</td>
</tr>
<tr>
<td>• the importance of aquaculture to the</td>
<td>• implications for environmental sustainability</td>
</tr>
<tr>
<td>Australian economy</td>
<td>• case study of local business in the aquaculture industry</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Assessment: Task 1: A fieldwork report from an excursion (50%)
Task 2: Group work project (30%)
Task 3: Classwork, bookwork and homework (20%)

Special Requirements: Nil

Course Fee: Cost of excursion/s

* Information contained herein is correct at the time of printing but may be subject to variation.
**Course Title:** Elective History  
**KLA:** Humanities  
**Course Coordinator:** Mr S Gibb  
**Course Overview:** Students of this course will examine some of the enduring mysteries of the ancient and modern world.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Students learning outcomes:</th>
</tr>
</thead>
</table>
| Key topic areas to be studied | 4.1 Describe and explain the main features of past societies and periods and their legacy  
4.8 Locate, select and organise relevant information from a number of sources to conduct basic historical research.  
4.10 select and use appropriate oral, written and other forms, including ICT, to communicate about the past. |

**Ancient world**  
- Stone henge- the lost pyramids of Europe and China, the lost Ark of the Covenant. The Antikythera device.

**Modern World**  
- The Hindenburg, the Dyatlov pass incident, the Roswell incident, The Philadelphia experiment.

**Course Assessment:**  
- I.C.T presentations  
- Speech  
- Group work  
- Extended response tasks

**Special Requirements:** Students of this course will be expected to publish articles on a web page designed by the class.

**Course Fee:** $5

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Industrial Technology and Design  
KLA: Technology and Applied Studies  
Course Co-ordinator: Mrs V McCudden  

Course Overview: Students electing Industrial Technology and Design will complete a 20 week unit of work following the Industrial Design process to create a product that solves an everyday problem. Tools used include 3D graphical design utilising CAD applications (Creo software), culminating in the production of a 3D prototype through 3D printing or laser cutting/engraving. Students may also develop a 3D resin product gaining experience in silicone moulding to create a product of their choice.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student will learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects may include any of the following</td>
<td>• identification of a range of design concepts and processes</td>
</tr>
<tr>
<td>• Graphical representations using 3D CAD applications</td>
<td>• identification of innovative, enterprising and creative design ideas and solutions</td>
</tr>
<tr>
<td>• 3D printed articles designed using CAD</td>
<td>• communication of design ideas and solutions using a range of techniques</td>
</tr>
<tr>
<td>• Individual designs (can be jewellery items) using silicone/resin mouldings</td>
<td>• management strategies employed by designers</td>
</tr>
<tr>
<td>• unique designs that are manufactured through the use of a laser cutter/engraver</td>
<td>• using a range of technologies appropriately and safely in the development of quality design solutions</td>
</tr>
</tbody>
</table>

Projects may be made from a range of materials including ABS polymer, resins and silicones, some timber and polymers may also be used where required.

Course Assessment:  
CAD practical test  
Product design and drawing  
Presentation

Special Requirements: DEC WHS regulations require students to wear covered leather shoes for practical lessons

Course fee: $15

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Information Software and Technology
KLA: Technology and Applied Studies
Course Coordinator: Mr N Glover
Course Overview: The Information Software & Technology course consolidates diverse aspects of a students’ prior knowledge and skills. Students will build technology (ICT) skills throughout the course to develop knowledge and understanding of practical and theoretical concepts through approaches such as modelling, prototyping, and other student-centred activities. As a result of studying this course, students will be equipped to make appropriate and informed choices about technology for personal use and in the workplace. Students will be aware of and enjoy technology as an integral part of modern society.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student will learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia</td>
<td>• selecting software for specific tasks</td>
</tr>
<tr>
<td>Photo Editing</td>
<td>• designing, producing and evaluating solutions to</td>
</tr>
<tr>
<td>Game Design</td>
<td>a range of IT problems</td>
</tr>
<tr>
<td>Animation</td>
<td>• using ethical technology practices</td>
</tr>
<tr>
<td>Desktop publishing</td>
<td>• collaborative work practices</td>
</tr>
<tr>
<td>Web design and authoring</td>
<td></td>
</tr>
<tr>
<td>Networking</td>
<td></td>
</tr>
</tbody>
</table>

Course Assessment: Assessment is based on collaborative and individual projects.
Special Requirements: Nil
Course Fee: Nil

* Information contained herein is correct at the time of printing but may be subject to variation.
**Course Title:** Japanese  
**KLA:** Languages  
**Course Coordinator:** Coreena Allen  
**Course Overview:** This course will cover some basics of Japanese language through the study of its traditional and vibrant culture.

The course will focus on the following:
- Looking at the influence the Japanese culture has had on the western world and vice versa.
- Exploring Japanese arts and crafts e.g. origami, shodo, Japanese games.
- Listening to and watching video clips of some Japanese songs, bands from J Pop including Arashi.
- Studying gestures and etiquette that Japanese people use and comparing them to Australian customs.
- Watching and reviewing Japanese anime.
- Reading Japanese stories e.g *Sadako.*
- Exploring *Japanese manga to look at kanji,* drawing *anime* characters.
- Examining Japanese celebrations and cooking food related to Japanese festivals such as Okonomiyaki, Sushi.
- Researching popular tourist destinations in Japan – Tokyo, Akihbara, Harajuku, Kyoto, Hiroshima.
- Making contact with Japanese students to establish friendships and compare lifestyles between Australian and Japanese teenagers.

This course may be of interest to students wishing to continue onto Language, Geography, Society and Culture, Studies in Religion, Hospitality. It will also provide cultural understanding related to fields such as TAS, CAPA, History and skills in digital technology.

**Course Content:**

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Students will learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecting with our multi-cultural community through the study of history, social traditions and practices,</td>
<td>• the differences and similarities between French and Australian cultures</td>
</tr>
<tr>
<td></td>
<td>• the effect that French culture has had throughout the world and on their lives</td>
</tr>
</tbody>
</table>

**Special Requirements:** no special requirements

**Course Fee:** $20
Course Title: Music
KLA: Creative and Performing Arts
Course Coordinator: Ms K Sutherland
Course Overview: The Year 8 Elective Music course focuses on performance, and caters for students from a variety of musical backgrounds. Students will play classroom ensemble arrangements designed for their own level of playing ability. These will include guitar ensemble, mixed ensemble, keyboard ensemble and orchestral instrumental ensemble, Students will develop solo and ensemble skills, leading to a performance with consideration to stage presence.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student Learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perform works selected for study in class and ensemble arrangements</td>
<td>• demonstrate technical and musical skills through individual and ensemble performances</td>
</tr>
<tr>
<td>• Improvise and arrange songs in small groups</td>
<td>• demonstrate an understanding of the concepts of music in written work</td>
</tr>
<tr>
<td>• Develop writing skills in relation to the concepts of music</td>
<td>• demonstrate an understanding of the musical concepts through improvising and arranging</td>
</tr>
</tbody>
</table>

Course Assessment: Performances and compositions in class and small ensembles – 60%
Music Log Book documenting the processes involved – 10%
Research and listening tasks – 30%

Special Requirements: Students participating in this course will be expected to participate in a public performance at the end of the semester.

Course Fee: $20

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Physical Activity and Sports Studies  
KLA: Personal Development, Health and Physical Education  
Course Coordinator: Ms R Morrison  

Course Overview:  
Students will examine the relationship between the Ancient and modern Olympic Games. The history of Australian sport and the contribution of our ‘sporting pioneers’ will be investigated as well as the influence of sport on national identity. Practical experiences will involve participation in activities related to the modules of study.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Olympic Games</td>
<td>• appreciate the history, philosophy and significance of the Olympic movement</td>
</tr>
<tr>
<td>• history, significance and events of the Ancient Olympics eg. Greeks, Spartans</td>
<td>• recognise the relationship between politics and sport</td>
</tr>
<tr>
<td>Modern Olympic Games</td>
<td>• appreciate the influence of sport in developing our national identity and that of other countries</td>
</tr>
<tr>
<td>• rebirth of the Modern Olympic Games, venues, years and incidents eg. Berlin 36, Munich 72, Moscow 80, Sydney 2000, London 2012</td>
<td>• recognise the contribution of our sporting pioneers on the development of sport in Australia</td>
</tr>
<tr>
<td>Role of sport in shaping a nation’s identity</td>
<td>• play/perform a selection of activities, games and sports eg. events from the Ancient and Modern Olympics; Australian Rules Football; ‘National Sports’ from other countries such as Gaelic Football, Golf, Lacrosse, Baseball and Cricket.</td>
</tr>
<tr>
<td>• origin, history and significance of national sports such as Australian Rules Football, Gaelic Games (Ireland), Lacrosse (Canada), Baseball (Cuba), Cricket (Caribbean Nations)</td>
<td></td>
</tr>
<tr>
<td>Australia’s sporting pioneers</td>
<td></td>
</tr>
<tr>
<td>• contribution of Australian sporting pioneers such as the Aboriginal Cricket Team 1868, Richmond ‘Dick’ Cavill, Reginald ‘Snowy’ Baker, Sarah ‘Fanny’ Durack, Sir Donald Bradman</td>
<td></td>
</tr>
</tbody>
</table>

Course Assessment:  
Research Assignment 40%  
Practical Skills 60%

Special Requirements: Nil

Course Fee: $5.00

* Information contained herein is correct at the time of printing but may be subject to variation.
**Course Title:** Textile Technology  
**KLA:** Technology and Applied Studies  
**Course Coordinator:** Mrs V McCudden  

**Course Overview:** The aim of this course is to develop confidence and proficiency in the design and production of textile items. The emphasis of this course is practical based learning. The textile items will be relevant to current student needs and interests. It is expected that there will be a gradual increase in the challenge offered to students in project work to enhance the development of practical skills.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student will learn about:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td>• develop competence in the selection and use of appropriate manufacturing techniques</td>
</tr>
<tr>
<td>• Types of design</td>
<td>• sequencing of construction for a textile item/s</td>
</tr>
<tr>
<td><strong>Manufacturing techniques and equipment</strong></td>
<td>• safe use of a variety of textile equipment techniques such as</td>
</tr>
<tr>
<td>• practical application may include-</td>
<td>- joining materials</td>
</tr>
<tr>
<td>sewing kit, I pod, I Pad, back pack,</td>
<td>- edge finishes</td>
</tr>
<tr>
<td>shoulder bag, hand bag etc</td>
<td>- closures</td>
</tr>
<tr>
<td><strong>Soft Toy</strong></td>
<td>• hems</td>
</tr>
<tr>
<td>• an extension of previous skills learnt to create a soft toy</td>
<td>• features of design in the construction of textile items</td>
</tr>
<tr>
<td><strong>Communication techniques</strong></td>
<td>• methods of applying colour and decoration such as</td>
</tr>
<tr>
<td>• to produce a folio utilising various communication methods</td>
<td>- dyeing</td>
</tr>
<tr>
<td></td>
<td>- beading</td>
</tr>
<tr>
<td></td>
<td>- printing</td>
</tr>
<tr>
<td></td>
<td>- appliqué</td>
</tr>
<tr>
<td></td>
<td>- quilting</td>
</tr>
<tr>
<td></td>
<td>- embroidery</td>
</tr>
<tr>
<td></td>
<td>• presentation of folio work</td>
</tr>
</tbody>
</table>

**Course Assessment:** Practical articles 60%  
Theory/Folio 40%

**Course Fee:** $20.00 (inclusive of fabric and most other items students will need for practical lessons) Student will need to purchase fabric and notions for final practical item.

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Visual Arts 1 – Cartooning and Animation
KLA: Creative and Performing Arts
Course Coordinator: Ms K Sutherland
Course Overview:
This course is intended for students who enjoy cartooning and film animation. They are given many opportunities to develop their various skill levels in both drawing and animation technology. They will also study the techniques of successful cartoonists and caricature artists.

Students will study a range of cartooning and caricature techniques. They will create their own cartoon characters and input their ideas into an illustration. This course will study a range of topics that include cartooning styles, character development, caricature techniques, foreshortening and perspective. Students will learn about stop frame animation techniques (drawn, object and claymation) and produce a short animation using one of the techniques studied.

Students will learn how to make a storyboard and use editing software. Skills learnt in cartooning and caricatures will be utilised in this animation unit.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartooning and Caricatures</td>
<td>• develops technical skills through experimentation and practise</td>
</tr>
<tr>
<td>• developing skills in creating cartoon and caricature drawing</td>
<td></td>
</tr>
<tr>
<td>Stop Frame Animation</td>
<td>• designs and develops artworks using aspects of the world as a source of ideas, concepts and subject matter</td>
</tr>
<tr>
<td>• developing skills in narrative storytelling using technology and drawing</td>
<td>• investigates and identifies conventions and procedures used to create works</td>
</tr>
</tbody>
</table>

Course Assessment: Artworks in both Cartooning and Animation - 60%
Visual Arts Diary documents the processes involved - 20%
Research task - 20%

Special Requirements: Students will be required to exhibit their work in either formal or informal spaces.

Course Fee: $20.00

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Title: Visual Arts 2 – Ceramics  
KLA: Creative and Performing Arts  
Course Coordinator: Ms K Sutherland

Course Overview:
Students learn skills in hand building and glazing ceramic forms. They study various traditional and contemporary methods by looking at artists’ works and studio practice. Students will create ceramic forms inspired by their personal world. Both the function of a clay object and its aesthetic appeal are considered in the design brief.

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student Learning Outcomes:</th>
</tr>
</thead>
</table>
| Functional Ceramics - Hand building techniques  
  • coil  
  • slab  
  • pinch pots  
  • moulds | • selects and uses a range of techniques and materials to make 3D ceramic artworks  
  • demonstrates technical skills through experimentation and practise  
  • investigates and identifies conventions and procedures used to create works |

Course Assessment:  
3D ceramic artworks – 60%  
Visual Arts Diary documents the processes involved – 20%  
Research assignment – 20%

Special Requirements: Students will be required to exhibit their work in either formal or informal spaces.

Course Fee: $50.00

* Information contained herein is correct at the time of printing but may be subject to variation.
Study your background community language at the Saturday School of Community Languages!

Connection Diversity Excellence

The Saturday School of Community Languages (SSCL) is a Department of Education and Communities secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their weekday school.

There are sixteen SSCL Centres, fourteen based at high schools in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in 24 languages.

At the Merewether High School centre, the following languages are available for study:
Chinese, Modern Greek and Spanish

Classes are held on the Saturday at the end of each school week of the four government school terms.

In 2016, classes are due to start on Saturday, 6 February.

For more information, please visit the Saturday School of Community Languages website www.sscl.schools.nsw.edu.au.

If you wish to study your background community language, please obtain initial advice from your school.

The 2016 new enrolment application forms will be available from the website from the middle of Term 3 this year.

In 2016 the formal enrolment period for new students will end on Friday 26 February. Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

* Information contained herein is correct at the time of printing but may be subject to variation.
Student Name: ___________________________  Current Class: ___7___

Students must select one language study (German or Indonesian pages 17 - 18) to complete their mandatory study requirements.

<table>
<thead>
<tr>
<th>Mandatory Language Study 100hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language choice</td>
</tr>
</tbody>
</table>

Students must select 2 choices for elective study in order of preference. Elective study options are found from pages 19 -34.

<table>
<thead>
<tr>
<th>Year 8 Elective Study Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>For my first elective I select</td>
</tr>
<tr>
<td>For my second elective I select</td>
</tr>
</tbody>
</table>

Course selections can be returned from 5 August 2015 and must be submitted by 14 August 2015.

Parent Signature:..................................................  Date:..................