



'the place to succeed'

THE JANNALI HIGH SCHOOL

YEAR 10 – 2023

Course Descriptions for **Subject Selection** for Line 7



Design & Technology



Visual Design



World History



Dance

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Message from the Principal

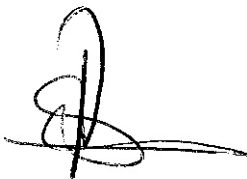
For our students in Year 9 who are now half-way through their Stage 5 courses, they can now add another elective course to their pattern of study for Year 10. The current Stage 5 elective courses have an indicative 200 hours of study as they are completed over the course of two years. The additional Stage 5 elective course to be selected has an indicative 100 hours of study to be completed in one year.

Based on progress so far in their Stage 5 courses, Year 9 students will begin to gain a better idea of the types of courses they may choose for the Stage 6. The additional elective course for Year 10 should therefore be chosen with as much care as their existing electives. Again, it is important that students take on the feedback from their teachers, parents, take up the opportunity to hear and learn about the different career opportunities that are available and of course, consider what they want.

The following will be a consistent message that students will hear when preparing to select their additional elective course for Year 10:

- *Choose courses based on what you like*
-
- *Choose courses based on what you are good at*
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- *Choose courses that can be relevant to your pathway beyond school*

This information booklet will support students to understand the outline and expectations of each course on offer.



Rick Coleman
Principal

Elective Choices for Year 10 Line 7 2023

Elective	Faculty	Head Teacher	Fees
Child Studies	PDHPE	Ms Peard	\$20
Commerce	HSIE	Mr Carroll	Nil
Dance	PDHPE	Ms Peard	Nil
Design & Technology	IA	Mr Edgar	\$70
Drama	CAPA	Ms Mulheron	\$20
Food Technology	Home Ec	Mrs Smith	\$100
Global Studies	HSIE	Mr Carroll	Nil
History Elective	HSIE	Mr Carroll	Nil
Industrial Technology Multimedia	IA	Mr Edgar	\$50
Industrial Technology Timber	IA	Mr Edgar	\$50
Music & Technology	CAPA	Ms Mulheron	\$30
Physical Activity & Sports Studies	PDHPE	Ms Peard	Nil
Textiles & Design	Home Ec	Mrs Smith	\$30
Visual Arts	CAPA	Ms Mulheron	\$50
Visual Design	CAPA	Ms Mulheron	\$50
Work Education	HSIE	Mr Carroll	Nil

General Information

In Year 10 you choose an additional elective (100 hour). This is done online. In Year 10 you will have 4 periods per cycle of your additional elective.

Making a Choice

Consider the information on each subject in the Subject Description booklet. Talk to teachers, Head Teachers and your parents about the subjects you are considering. Consider the following factors when making a choice: abilities - what you are good at; interests - what you like; career - what might be good for your future.

Check the fees

Some electives have a fee because of consumables. Take this into account when you choose. Subject Fees are listed above.

Making your choices online

Each student will need to logon to <https://my.edval.education/login> and enter their unique identification code which has been emailed to their DET email account. Students will need to make 1 choice, including 2 reserves in case a subject they choose is not running in 2023. Choices need to be made online by Friday, 12 August 2022.

Child Studies

What is this subject about?

Child Studies is a course designed for students who have a particular interest in children or who are considering future careers in childcare, education, welfare or nursing.

Students will develop confidence and skills in the area of childcare and knowledge of child development, to enable them to be more informed parents.

The course will have units encompassing:

- preparing for parenthood
- conception to birth
- newborn care
- growth and development of children
- food and nutrition in childhood
- family interactions
- play and the developing child
- health and safety in childhood
- media and technology in childhood
- children and culture
- diverse needs of children
- aboriginal cultures and childhood
- career opportunities in childcare services



The course allows students to care for a 'Real Care' baby. The Real Care baby will allow students to experience what it is like to be responsible for a child.

Excursions and incursions are arranged to local childcare agencies and other community organisations that focus on children's needs.



Who should choose Child Studies?

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children.



Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Commerce

What is this subject about?

Commerce is important because it helps to satisfy the wants and needs of people, and it provides the financial literacy skills which are essential to 21st century students. Commerce develops student capacity to make smart financial choices as we navigate our way through and out of a global pandemic.

This course aims to give students an understanding of the commercial, economic, financial and legal world. Some highlights of Commerce includes: financial literacy, money, loans, credit cards, property/investment, share market, getting a job and avoiding scams. Students will examine both Australian and international studies and develop an understanding of their role as a consumer, producer, worker, owner, manager, unionist, taxpayer and global citizen.



The topics covered could include:

- Consumer and financial decisions
- Employment and work futures
- Investing
- Promoting and selling
- Market Day- running a business
- Our economy
- Economic and business environment
- Law in Action

Students undertake investigative fieldwork through excursions (Retail Centres, Downing Centre Courts, local court). They will also develop practical skills such as how to complete relevant commercial forms and data which they will encounter throughout their lives.

Who should choose Commerce? All students should have the opportunity to undertake this course because of the concepts involved which relate to future everyday commercial activities. These include such aspects as personal finance, the legal system, consumerism and the operation of the business world.

Year 11/12 courses: Commerce is a broad subject which provides knowledge, skills and an excellent head start in the following courses: Economics, Business Studies, Geography, Legal Studies, Society and Culture. VET Courses include Business Services, Hospitality Operations, Information Technology, Retail Operations and Tourism.

Dance

What is this subject about?

Dance will be offered as a one-year elective strand in Year 10. Students will have the opportunity to study a range of dance styles including:



Jazz dance
Modern dance
Musical theatre
Aboriginal dance
Traditional dance
Classical dance

Course outcomes

- Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- Demonstrates an understanding and application of performance quality and interpretation
- Explores elements of dance as the basis of communication of ideas
- Composes and structures dance movement that communicates an idea
- Identifies and analyses the link between performances and composition and dance works of art
- Applies understandings and experiences drawn from their own work and dance works of art

Course Content - the course has three aspects:

Performance - In the performance section students learn dance skills and techniques. The course teaches students to move and use their bodies correctly and includes warm-up techniques, anatomy and injury prevention and management. Students are given the opportunity to perform in class and at various school functions throughout the year.

Composition - Composition involves creating and composing movement. Students will compose dances in various styles and study the techniques to do so. This requires students to think imaginatively and to express themselves through movement. Dances are composed by the whole class and in small groups and build confidence in composing and performing individually.

Appreciation - The appreciation section involves study of the history of dance and particular styles of dance. Students learn how to make informed judgements about dance and have the opportunity to view different dance productions both live and on video.

Who should choose dance?

This course is recommended for those students who are interested in extending themselves in this area, particularly in extending their skills and involvement in Sydney Regional Dance Festival, Dance Night, Schools Spectacular and other extra-curricular dance activities.

Year 11/12 courses: Dance, PDHPE, Sport Lifestyle & Recreation

Design & Technology

What is this subject about?

Design and Technology or DT is about learning the *Design Process*. The process involves: learning how to be creative, developing ideas, testing and evaluating through practical experimentation and producing quality solutions to real-world problems.

Who should choose Design & Technology?

Design is for everyone! Students who achieve highly in DT are: self-motivated, see problems or opportunities in their fields of interest and have a passion for products or marketing.

You will gain many useful skills and insights into why things are designed the way they are and these skills can be used in areas such as Architecture, Landscaping, Interior design, Graphic design, Advertising and Industrial/Product design.

This course is a combination of Learning *Design Skills*, *Developing a Design* and *Design Theory*.

Design Skills

Skills you will learn include:

- Research and Analysis
- Conceptualising and communicating Ideas
- Using new Technologies - Laser cutting, 3D Modelling, Sign Writing, CNC router
- Practical Skills - Workshop safety and traditional tools, as well as new manufacturing techniques across many different materials.



Developing a Design

We will design and make 2 projects and complete a portfolio documenting the Design Process for each project. The core components of *Project Development* are: self-management of time and resources, making decisions from testing or data, and utilising technology to construct or realise a design.

All DT projects fall into these categories: a *Product*, a *System* or an *Environment (PSE)*. In Stage 5 (Years 9-10) we design Products and Environments and try to build a foundation in utilising the Design Process for progression into Stage 6 (Preliminary and HSC).

Students are given freedom in elements of each project but must adhere to Assessment Guidelines in order to learn the skills necessary for Stage 6. The projects are:

Product:

- Student will design their own unique organiser using new and emerging technologies, combined with traditional tools. This may include CAD, laser cutting mixed materials and workshop skills.

Environment:

- An Architectural and Interior design solution using 3D modelling CAD software and an accompanying scale model of the design final design.

Design Theory

- Study of design theory and practice that supports creating high-quality, well considered designs. Students will conduct case studies on existing designers and innovative products including Peter Maddison's architecturally designed tiny homes and James Dyson's innovative industrial designed products. As technologies are constantly emerging and evolving, students will look into the extent that they have an impact on the environment and most aspects of society.

Drama

What is this subject about?

The Year 10 Drama course is an active, practical experiential subject in which students explore the world through enactment. Studying Drama allows students to develop their confidence, interpersonal skills, and the ability to collaborate with others.



What will students learn to do?

Students will learn to communicate through the study of improvisation, acro-sport, physical theatre, creative movement and play building.

Students work collaboratively and independently in dramatic styles of their interest. Students in the course are presented with extracurricular opportunities such as excursions, workshops, theatre visits and showcase performances.



Who should choose Drama?

Students who enjoy performing, theatre, film and production will love this subject. Drama students are encouraged to be involved in productions as performers or production crew. Students looking to engage in a practical subject in a fun, energetic and supportive environment will thrive in Drama.

Year 11 and 12 courses:

2 Unit Drama

2 Unit VET Entertainment



Students audition for Schools Spectacular and attend the production on excursion

Food Technology

What is this subject about?

Students learn about food and its role in relation to the individual, family and workplace. The course consists of a core component and 4 focus areas which are integrated into 4 units of work over the year. Students undertake a variety of practical experiences which develop a broad knowledge of food properties, food processing, food and the law, catering, and food and nutrition. Students prepare and present food enabling them to select and use appropriate ingredients, methods and equipment. Students will complete an Espresso Coffee Course as part of their study.



Who should choose Food Technology?

Students who enjoy working with food and any student interested in a career in the food / hospitality industry.

Year 11/12 courses: Food Technology, VET – Hospitality.



Global Studies

What is this subject about?

Global Studies is a Board Developed 100-hour course for Year 9 and 10. This course will be offered at The Jannali High School in 2023.

Global Studies enables young people to develop an interest in and engagement with both human and physical elements of our world. Global Studies provides opportunities to develop a broader understanding of the discipline of Geography across a range of local, regional and global scales. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and how to propose actions designed to shape a socially just and sustainable future. The study of Global Studies not only complements prior and concurrent geographical study but allows far greater depth and options relating to case studies and fieldwork.

Students build a holistic understanding of global issues and develop greater awareness of global citizenship. Through fieldwork / excursions students gain the skills to conduct meaningful investigations and develop practical solutions that may solve global issues.

The topics covered could include:

- Oceanography- Into the Blue
- Extreme Geography
- The Geography of sport
- Coast to Coast- Interactions and patterns along a continental transect
- Primary Production- The global coffee industry
- Political Geography
- Global conflict and tension
- Urban design and town planning

Who Should Choose Global Studies?

- Those students who enjoy learning and exploring big contemporary global issues, whilst also undertaking fun, engaging and innovative tasks that challenge and build 21st century skills
- Visual learners who enjoy excursions and fieldtrips
- Global Studies provides enormous career opportunities, such as: Environmental Science, Engineering, Architecture, Business, Marine Science, Sustainability consultancy.

Year 11/12 courses:

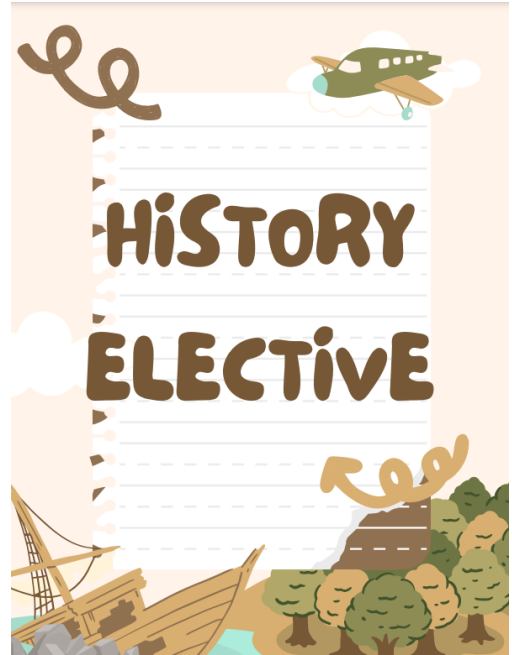
Global Studies provides students with the opportunity to apply enquiry skills to analyse and interpret information to reach conclusions. It is therefore a valuable course for any student considering Humanities in the senior years.



History Elective

What is this subject about?

The aim of the History Elective syllabus is to give students a broader knowledge of the past but in a fun and challenging way without the restrictions of proscriptive syllabi and examination needs. Elective History takes the Big Picture approach and makes links between periods of History that the students would otherwise not see. World History is also global in its scope. Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Individuals who have changed the course of History are put under the microscope for example Ivan the Terrible and Rasputin.



There are 2 Assessment tasks each semester but they are different in style to the Mandatory course. A previous example has been to create a dialogue between the defence and prosecutor at the Trial of Marie Antoinette, based on historically accurate facts.

The topics covered include:

- Topic 1: History, Heritage and Archaeology
- Topic 2: Ancient, Medieval and Modern Societies
- Topic 3: Thematic Studies

Who Should Choose Elective History? The Elective History course will look beyond the classroom walls to engage students in craft activities, excursions, cultural activities, museum exhibits and the viewing of Historical films. It is open to all students who have a desire to learn about the past

Year 11/12 courses: Elective History develops essay writing, analytical, comprehension and debating skills. It is therefore a valuable course for any student considering Humanities courses, in particular Ancient History and Modern History, in the senior years.

Industrial Technology – Multimedia

What is this subject about?

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

These may include:

- Video Production including editing and special effects
- Graphic Design using Illustrator
- 3D Game Design using the Unity Game Engine
- 2D and 3D Animations
- Interactive App development
- Keychain Accessory design and development
- Vinyl signage and printing
- Image Editing with Photoshop
- Augmented Reality and Virtual Reality
- Motion Capture Animation
- Stop Motion Animation
- Sound production and manipulation
- Multimedia rich web design and development.



Resources

Most of the software used at school is also available for students to use at home. As well, the school has extensive industry standard hardware including video cameras such as DSLRs and action cameras, drones, green screen, graphic tablets with styluses, laser cutter/ engraver, vinyl cutters, microphones and Podcaster Production Kit, and professional lighting.

Who should choose Industrial Technology - Multimedia?

Multimedia careers are increasing with film, gaming, animation, web design, sound design and graphics production houses setting up in Australia. The skills learnt in Multimedia can be used in a variety of other areas to improve marks in Years 9-12, including subject presentations and for home use fun. These skills could also be beneficial for university courses.

Students should choose this subject if you have an interest in using and developing your creative and problem-solving skills and if you enjoy a practical, project-based approach to learning. Students should also choose this subject if considering a future vocation in the filming, editing, or graphic design industries.

Year 11/12 courses

Industrial Technology - Multimedia may help students who intend to study HSC courses such as Design and Technology; Information Processes and Technology; and provides pathways in many vocational courses through TAFE.

Industrial Technology – Timber

What is this subject about?

The major emphasis of Industrial Technology is on students being actively involved in the planning, development and construction of quality practical projects. Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of designing, producing and evaluating.

Industrial Technology - Timber equips students with the confidence to be able to plan and carry out timber practical tasks.

Industrial Technology - Timber provides opportunities for students to develop knowledge, understanding and skills in relation to the timber industry such as cabinetmaking and carpentry.



Practical projects may include:

- Furniture items such as chopping boards, specialized boxes, cabinets, tables, and chairs
- Decorative timber products such as jewellery boxes
- Storage and transportation products such as carry boxes and hanging shelf
- Turned bowls and lamps

Who should choose Industrial Technology - Timber?

Students should choose this subject if you have an interest in using and developing your creative and problem-solving skills using Industrial Technology - Timber and also if you enjoy a practical, project based approach to learning. Students should also choose this subject if considering a future vocation in industrial design, furniture design, carpentry, joiner, wood machining or building construction industry.

Year 11/12 courses:

Industrial Technology - Timber may help students who intend to study HSC courses such as Design and Technology; Industrial Technology and VET Construction; and also provides pathways in many vocational courses through TAFE.

Music & Technology

What is this subject about?

This course focuses on music and sound technology for students who are interested in digital music making, traditional instrument playing, electronic music, hip hop, producing music and DJ-ing. It provides students with tech crew training and the knowledge and skills to perform their duties at a proficient level.

The Year 10 100-hour Music course follows the Music syllabus but is adaptable to meet the needs of students whose interests and abilities range. Students will learn about a range of styles and will also have input in the direction of the course based on personal goals and interests related to music, sound and/or music technology.



What will students learn to do?

They will learn to play instruments, record and produce music, develop listening skills and use technology to edit and mix music in apps such as GarageBand. They will develop ensemble skills and performance techniques.

They will learn the Concepts of Music through:

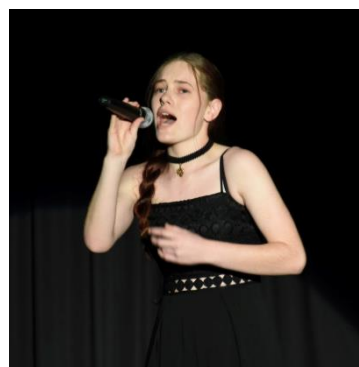
- Performing
- Listening
- Composing



Who should choose Music? Students who have motivation and an interest, and those who can play a musical instrument should choose Music. It is also suited to students who are interested in electronic music and producing as well as students interested in VET Entertainment. The study of Music enhances **learning** skills, **concentration** skills, **memory**, **communication** skills, creativity, teamwork, discipline, cultural awareness, respect for others, and self-esteem through personal accomplishment, essential skills for all post-school futures.

Year 11/12 courses:

- 2 Unit Music 1
- 2 Unit Music
- 2 Unit VET Entertainment



Students perform at our annual On Show performance evening as well as Formal Year Assemblies and Tunes by the Tree.

Physical Activity and Sports Studies (PASS)

What is this subject about?

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Who should choose Physical Activity and Sports Studies? Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for paid work across Australia.



Students who take this elective may be looking for careers in areas such as:

- Nursing
- Sports Coaching
- Teaching
- Fitness industry workers
- Sports medicine
- Physiotherapy and administration
- Leisure and recreation officers
- Event management

Year 11/12 courses: PD/Health/PE, Community and Family Studies, Sport Lifestyle & Recreation, Exploring Early Childhood.

Textiles Technology

What is this subject about?

The program encourages students to:

- Design, construct and manufacture innovative textile products.
- Manage resources applicable to design, planning construction and manufacture of textiles.
- Experiment with dyes and paints in fabric colouration.
- Show creativity and originality in the design of garments, fabrics and techniques.
- Develop competence in the use of fibres, yarns and fabrics.
- Develop proficiency in the use of textile related materials and equipment.
- Make informed consumer choices.
- Use a computer to design and publish.

Who should choose Textiles Technology? Textiles Technology will benefit students interested in fashion drawing, fashion designing, interior design, computer-assisted design and design in general.

Year 11/12 courses: Textiles Technology



Visual Arts

What is this subject about?

Visual Arts is for students who enjoy drawing, painting, photography, ceramics and graphic design. Students create a number of artworks throughout the year and learn about a range of artists.

Students attend excursions and participate in various workshops. From drawings and photographs taken on this excursion, students develop a major artwork.



Excursion to Cronulla Beach

Who should choose Visual Arts?



This is a practical subject for students who enjoy creating and experimenting and working with their hands. Students will produce a range of artworks including their own self-directed work in a medium of their choice.

Visual Arts offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

The study of Visual Arts benefits all by providing opportunities to develop students' social and cultural awareness, observation skills, empathy and mental and manual dexterity and brain-hand-eye coordination.

Year 11/12 courses:

2 Unit Visual Arts

2 Unit Visual Design

2 Unit Photography and Digital Imaging



Excursion to Sydney CBD to draw and photograph

Visual Design

What is this subject about?

This is a practical subject for creative and entrepreneurial students who enjoy design, jewellery making, fashion, digital imaging, graphic design, interior design and architecture. Visual Design students explore artistic practice applied to the development of products for human use. They work on their own logo, online portfolio and their own personal design range.

Students will explore several strands in design:

1. Design for Print (graphic design) e.g. logos, stationery design, posters, illustration, websites.
2. Object Design e.g. jewellery, ceramics, fashion.
3. Space/Time Design e.g. video, animation, sound and light, architecture, interior and exterior design.



Excursion to the National Art School and workshop with artist Linda Seiffert.

What will students learn to do?

Students will study ceramics, jewellery making and printmaking. In Term 3, students will host a Design Market at TJHS's annual *On Show* performance night, selling their unique creations of ceramic pieces, jewellery, gift cards and wrapping paper.

Who should choose Visual Design?

This course is for students who love design and the creation of unique products. Students will study the processes involved in setting up their own business as well as eCommerce and online platforms for showcasing and selling work.



Student jewellery pieces made from upcycled materials

Students attend number of excursions throughout the year working with professional artists and designers in tailored workshops.

Year 11/12 courses:

- 2 Unit Visual Design
- 2 Unit Visual Arts
- 2 Unit Photography and Digital Imaging



Excursion to Reverse Garbage for Jewellery & Sustainability Workshop

Work Education

What is this subject about?

Work Education provides students with an opportunity to develop knowledge and understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. Students develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future.



The course aims to prepare students for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities. This process is assisted by students' developing self-evaluation, goal-setting and decision-making skills. They develop employability skills and the capacity to prepare for and adapt to multiple transitions throughout their lives, including post-school pathways. Work Education provides opportunities for students to transfer their knowledge, understanding and skills to a range of work-related contexts.

Through exposure to work-related learning, students develop:

- self-knowledge
- contemporary work skills
- entrepreneurial behaviours
- resilience
- an appreciation of the role of collaboration, creativity, and analytical skills in workplaces
- the importance of diversity and ethical practices.

Work Education encourages students to be self-motivated learners and to develop career management skills to navigate the new economies and be productive citizens. Research and communication skills are a key feature of the syllabus, and students are provided with opportunities to apply these to various theoretical and practical contexts.

Who should choose Work Education?

This course is targeted to those students who are considering transitioning from school to the workplace or alternate education prior to attaining their HSC.