



# Asquith Girls High School

## Stage 5 Course Selection Handbook

### 2025-2026



Ailrinni Zhang, "Going.. Going.. Gone" Mintie Observation Drawing with Lead Pencil

**EXCELLENCE – COMMITMENT – EFFORT – LEADERSHIP**

#### **ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:**

*To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.*

## Principal's Message

Dear student,

Welcome to Stage 5.

Stage 5 is an exciting time for you. You are offered new challenges and for the first time in your school years you are given choice in terms of your pattern of study. This is an opportunity for you to explore different curriculum elective courses and choose the ones which you are passionate about.

Asquith Girls High School's innovative elective curriculum pattern in Stage 5 offers a broad range of courses which provide future focused education.

This information handbook has been prepared to help you make informed decisions about your elective course pattern for Stage 5. It is important that you carefully read the information and ensure you have a clear understanding of the elective course requirements and expectations. It is equally important that you discuss the many options with your parents/caregivers, and seek advice from your teachers prior to making your final decision. Choose courses that you are interested in and align with your skills, abilities, passion and interests.

The Stage 5 electives are offered as 200 hour courses. In addition, Year 9 students will be engaged in an 'Authentic Learning' program that aims to further empower you as a learner through authentic learning experiences and global perspectives.

The Stage 5 curriculum requires the award of grades which are forwarded to the NSW Education Standards Authority (NESA) for the Record of School Achievement (RoSA). You will gain skills and knowledge over the next two years which will be essential for your future learning.

I would like to take this opportunity to wish you every success with your studies in Stage 5 and encourage you to commit yourself to your studies and enjoy your learning.



Ms Amvrazis  
Principal

## Stage 5: Year 9 and 10 Curriculum Pattern

### 2025-2026 at Asquith Girls High School

In 2024-2025, students in Years 9 and 10 will study the following courses:

#### **Core subjects:**

- English
- Mathematics
- Science
- History
- Geography
- Personal Development / Health and Physical Education
- Sport
- Careers (Year 10 Only)

#### **Electives:**

- Two 200-hour elective courses studied over Years 9 & 10
- Authentic Learning in Year 9

Students may choose ONE Department of Education (DoE) Approved elective course as part of their pattern of study. DoE Approved courses are: Big History, International Studies and Psychology. Students studying ONE DoE Approved course are eligible for a RoSA and meet NESAs requirements for completing Stage 5, however, the DoE Approved course will not be listed on their RoSA transcript.

#### **Authentic Learning**

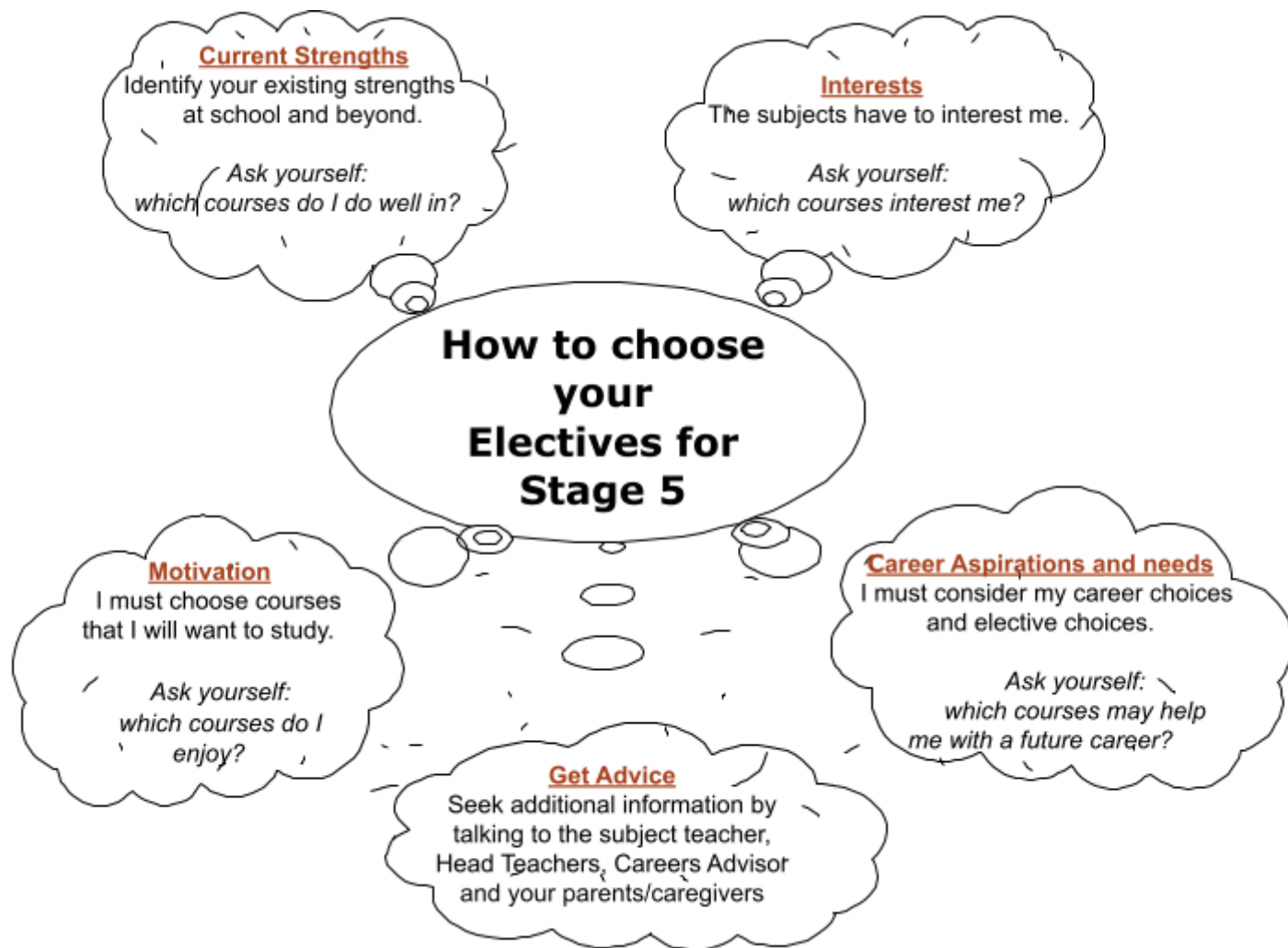
The Authentic Learning program provides opportunities for students to engage in meaningful, inquiry-based learning by tackling significant real-world issues, and connecting skills and experiences taught across all subject domains.

The Authentic Learning courses promote the development of valuable future-focused learning skills, including problem solving, decision making, communication and design thinking. These models of learning emphasise critical and creative thinking, innovation, collaboration and sensitivity to global issues through the process of structured inquiry.

Students will be assessed on their application of these future-focused learning skills. They will produce learning portfolios which demonstrate the inquiry processes used in their chosen course and their projects will be shared with the school community through a showcase at the end of each semester. The academic report for Authentic Learning will indicate whether the student is working towards, achieving or excelling in these outcomes.

Students will need to select TWO Authentic Learning electives, as they will study a different course each semester. Information about the Authentic Learning electives will be provided on pages 19-21 of this handbook.

***NOTE: Authentic Learning is mandatory for all Year 9 students in 2025.***



**Please note:**

- There is no guarantee that all of the courses will be available.
- Where a first or second choice course is not offered, every effort will be made to offer a course from the reserve list.

**Changing Courses**

It is important that students carefully consider their elective course choices because **these subject choices are binding decisions from the start of Year 9 and there is no provision for changing electives in Year 10.**

## STAGE 5 MANDATORY COURSES

English  
Mathematics  
Science  
History  
Geography  
Personal Development / Health and Physical Education  
Sport

Board Developed Courses (200 hours)	DoE Approved elective courses (200 hours)	HEAD TEACHER CONTACTS FOR ENQUIRIES
* Dance		Mr J. Edwards <i>Creative &amp; Performing Arts (CAPA)</i>
* Drama		
* Music		
* Visual Arts		
* French		Ms M. Abrahams <i>English and Languages</i>
* Japanese		
Commerce		Ms P Somerville <i>Human Society and its Environment (HSIE)</i>
	** International Studies	
	** Big History	
* Physical Activity and Sport Studies (PASS)		Ms R. Marangon <i>Personal Development, Health &amp; Physical Education</i>
* Child Studies		
* Marine and Aquaculture Technology		Ms J. Clay <i>Science</i>
	** iSTEM	
* Design and Technology		Ms M. Barrett <i>Technological and Applied Studies (TAS)</i>
* Food Technology		
* Industrial Technology – Multimedia		
* Textiles Technology		

\* *Course fee applies - see pages 22-23*

\*\* Students may choose ONE DoE Approved elective course as part of their pattern of study. DoE Approved courses are: Big History, International Studies and iStem. Students studying ONE DoE Approved course are eligible for a RoSA and meet NESA requirements for completing Stage 5, however the DoE Approved course will not be listed on their RoSA transcript.

# BOARD DEVELOPED COURSES

**Course name:**

**Child Studies**

**Course Description:**

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. Students have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing and become aware of and learn to access a range of relevant community resources and services.

This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

**This course would suit students with interests in:**

- developing their knowledge, understanding, skills and values of Child Studies
- having a wide range of study options in and beyond school including a range of vocational pathways that support and enhance the wellbeing of children
- engaging in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education

**Student assessment will be based on:**

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning.

Assessment in Child Studies will involve activities that include self and peer evaluation, multimodal presentations, topic tests, research tasks, literacy activities and creative exercises.



**Course name:** **Commerce**

**Course Description:**

Commerce provides the knowledge, skills, understanding and values to make sound decisions on consumer, financial, business, legal and employment issues. The emphasis is on real life examples rather than a theoretical approach. The course aims to prepare students for life after school as a responsible and informed consumer, citizen and worker in the community.

**This course would suit students with interests in:**

- running a business
- managing money and personal finance
- the law in action
- political involvement
- travel
- promoting, selling and investment
- pursuing **university courses, further education or careers** in Law, Business, Human Resources or Financial Management
- the Australian and global economy

**Student assessment will be based on:**

Authentic projects and class activities

***This course provides a useful background for Legal Studies, Business Services, Economics and Business Studies in the senior school.***

**Course name:** **Dance**

**Course Description:**

The conceptual basis of the study of dance as an artform centres on the three practices of **performance, composition** and **appreciation** of dance as works of art.

Although the course is based in a strong Contemporary technique, students will study other dance styles, such as Ballet, Hip Hop, and Musical Theatre.

The appreciation course covers many topics such as the history of modern dance, safe dance practices, dance film, famous choreographers and other influential dance artists/companies.

**This course would suit students with interests/special skills in:**

Dance and choreography.

**Student assessment will be based on:**

Practical tasks, performances, theory examinations, assignments and book work.

- 80% practical assessment (which includes dance technique and composition); and
- 20% theory.

Students have the opportunity to attend musicals and other local and international productions as well as participate in exclusive workshop opportunities and classes offered internally and externally.



**Course name:**

**Design and Technology**

**Course Description:**

Design and Technology has a unique focus on creativity, innovation and the successful implementation of innovative ideas. The course involves using the design process and problem-solving techniques to develop products from a variety of materials (e.g. wood, fabric, food, plastic) and using a wide range of technologies. Graphics and the use of computers as a tool are integral parts of the course.

Design and Technology is inclusive of the needs, interests and aspirations of all students. It provides opportunities for students to develop design projects in areas of individual interest. Students will be given the opportunity to explore and develop technologies and demonstrate insight into the future uses of technology.

**This course would suit students with interests/special skill in:**

Designing, problem-solving, architecture, interior design, production and manufacturing, graphics, computers and 'making things' from a variety of materials.

**Student assessment will be based on:**

Practical projects, project portfolios and written assignments.

Students will develop skills that are transferable and which lead to lifelong learning.

**Course name:**

**Drama**

**Course Description:**

This course is designed to build dramatic skills, foster creativity, develop confidence and communication skills and an awareness of self and others.

The drama course aims to engage and challenge students through making, performing and appreciating dramatic and theatrical works. Students will explore the elements of drama through creating characters and play building works for performance. Students will experience a variety of thematic styles and topics for example scripted drama, improvisation, Shakespeare, mime, mask and movement, Australian theatre, musical theatre and video drama, physical theatre and Commedia Dell'arte.

**This course would suit students with interests/special skills in:**

Dramatic movement, script interpretation, writing, ability to perform creatively with a positive attitude; group interaction, participation, and teamwork, acting, designing and creative thinking.

**Student assessment will be based on:**

Log book work; written assignments, practical tasks, performances and design tasks. Both Years 9 and 10 will be expected to attend school performances, theatre visits and incursions.

Students must be prepared to perform in front of others on a regular basis, both individually in monologues and in group devised performances. Students develop through critical thinking, collaboration and creative discovery.

**Course name:**

**Food Technology**

**Course Description:**

Food issues have a constant relevance to the quality of life. Studying Food Technology enables students to make informed and creative decisions about food. Students explore and analyse how nutrition contributes to the health of individuals and how it impacts the social economic future of Australia. Students develop skills and knowledge in nutrition and food processing and presentation.

Food technology involves weekly practical "hands on" experiences with food, experimentation, food styling and photography, food and dietary analysis using an electronic database.

Units of work are based on current issues including food trends, food service and catering, foods for special needs, food product development, food selection and health food equity and food for special occasions.

**This course would suit students with interests/special skills in:**

Food preparation, nutrition, the fitness industry, sports science or food service as a career/business. It would suit students of all ability levels.

**Student assessment will be based on:**

Practical work and written assignments.

**Course name:**

**French**

**Course Description:**



Image source: [shorturl.at/pP124](https://shorturl.at/pP124)

French is one of the major languages in the world. It is spoken in parts of Europe, Canada, North America, the Middle East, the West Indies, Indian Ocean and South Pacific regions. It is a language of international affairs, trade and diplomacy.

In Stage 5, students develop their French communication skills by participating in group and pair-work activities. Students use the 'Tapis Volant' course books which will be supplemented with online learning tools.

Topics areas studied in Stage 5 deal principally with the everyday life of the learner and their peers in French-speaking countries. These include: *home, school, sport, health, entertainment, shopping, travel, food, holidays and the environment*.

**This course would suit students with interests in:**

- travelling to other countries
- learning about the French culture and communicating with other people in the target language
- careers that utilise multiple languages such as hospitality, travel, business and marketing.

**Student Assessment:**

Unit tests (including all skills – listening /speaking /reading /writing) and Cultural Assignments.

**Course name:**

**Industrial Technology - Multimedia**

Stage 5 Subject Selection 2025-2026

**Course Description:**

The study of Industrial Technology – Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

The *Industrial Technology Years 7-10 syllabus* allows students to study technology in specific focus areas relevant to individual needs and interests. Students apply a design process to modify, develop and produce original design solutions for a range of practical projects. They identify, select and apply appropriate hand and machine tools and processes to produce quality practical projects.

Through a range of practical activities, students develop an appreciation of the value of working cooperatively in the achievement of common goals and gain skills, personal satisfaction and enjoyment from these activities. The skills students develop form a basis that equip them to continue their learning experiences in many lifestyle and leisure activities.

Students become aware of the nature and impact of current, new and emerging technologies on society and the environment. They describe the effect of these technologies on industry and the local and global environment.

This is a 200 hour course whereby 100 hours are dedicated to the Core Module Multimedia Web Design/Video Production. The remaining 100 hours focuses on Specialised Module Multimedia 2 which involves Apps and Interactivity/Games and Simulations.

Practical projects offer a scope for variety and creativity and may include 2D and 3D animations, augmented reality (AR) or virtual reality (VR) products, computer games, ePublications, individual photographic images and graphics (for print and/or display), videos, websites and apps.

**This course would suit students with interests/special skills in:**

- designing/creating
- using computer software
- problem solving
- self directed learning
- graphic design

**Student assessment will be based on:**

Practical projects, quality of multimedia products, design portfolios, understanding of the multimedia industry, application of design principles, and work health and safety.

**Course name:** **Japanese**

**Course Description:**

This course focuses on developing student listening, speaking, reading and writing skills in Japanese. Students will engage with the language through topics including everyday life and travel. Reading and writing skills involve the learning of Hiragana, Katakana and Kanji. Students will use the JBLOG course book, which is a highly engaging and modern text supplemented with online learning. Students will be able to express themselves in Japanese to convey information, ideas and opinions.

**This course would suit students with interests in:**

- travelling to other countries
- learning about different cultures and ways of life and
- communicating with other people
- careers in business, marketing, tourism and hospitality

**Student assessment will be based on:**

Unit tests (including all skills – listening /speaking /reading /writing) and Cultural Assignments.

Language learning develops higher order thinking skills and mental dexterity.

**Course name:** **Marine and Aquaculture Technology**

**Course Description:**

This course develops students' capacity to design, produce, evaluate, sustain, use and manage marine and water-related environments. Students explore marine life and the interactions between the natural environment and human technology. They learn core practical skills including first aid and water safety, and specialist skills in elective topics such as snorkeling and fishing.

There is a mandatory water safety component at the local pool, which is needed so that students can participate in this course.

This course has a rigorous academic component that includes individual and group research projects related to sustainability and marine biology topics. An appreciation of our local marine environment will be a particular focus of this course, as well as lab work and fieldwork components.

**This course would suit students with interests/special skills in:**

- sustainability and human impacts on the natural environment
- marine ecosystems and biology
- design and use of marine equipment and technology
- maritime career opportunities and coastal recreational activities

**Student assessment will be based on:**

Practical assessments, group projects, written assignments, oral presentations and class tests. Students will need well-developed self-directed learning and time management skills in order to be successful during open ended projects.

**Essential course requirements:**

Students that choose this course are required to:

- attend all excursions, including the **mandatory** water safety component.
- **pass a swimming test**, which includes **swimming 200m unassisted**.

**Course name:** **Music**

**Course Description:**

Through the study of a variety of topics including jazz, popular music, Australian music and western tonal music, students will engage in all areas of music including performances, compositions and listening activities. Students will have the opportunity to develop their skills on a chosen musical instrument such as keyboard, guitar, band instrument or voice.

**This course would suit students with interests/special skills in:**

- playing an instrument
- performing within class ensemble groups
- listening to a variety of musical styles
- composing music

**Student assessment will be based on:**

Individual and group performances, assignments, oral (aural) presentations, exercises based on the concepts of music and composition activities. Regular assignments and homework tasks are given each term.

**Course name:****Physical Activity and Sport Studies (PASS)****Course Description:**

Physical Activity and Sport Studies (PASS) 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.

PASS promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

Learning in this course can include units of study focused on anatomy and physiology, training for improved performance, event management, nutrition, sports coaching, first aid and Australia's sporting culture.

**This course would suit students with interest/special skills in:**

- sport and physical activity, the health and fitness industry, and elite level performance and coaching.
- 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.

**Student assessment will be based on:**

*Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning.

Assessment in PASS will involve a combination of practical and theoretical activities that includes self and peer evaluation, video analysis, topic tests, research tasks, literacy activities, participation in sporting activities, and coaching.

This course has an **extensive practical focus** (60-70% practical).

**Course name:** **Textiles Technology****Course Description:**

Textiles Technology provides students with the garment making skills required to transform creative vision into reality. Students study the design and manufacture of textile items in the focus areas; Apparel, Non-Apparel, Costume, Textiles Arts and Furnishings. They will learn a range of artistic and creative skills and develop confidence in designing and producing a range of textile items.

There is an emphasis on practical work in design and construction with a range of practical experiences available, including fashion drawing, fabric decoration and embellishment. Students apply knowledge of textile properties and historical, cultural and social perspectives to their own design work.

Textiles Technology develops students' creativity and project management skills that promote self-esteem and satisfaction.

**This course would suit students with interests/special skills in:**

- fashion drawing and design
- interior design
- fashion marketing
- making textiles items including garments
- the use of colour & embellishments on textile items

**Student assessment will be based on:**

Practical projects and portfolios.

Textiles Technology students are expected to participate in the annual TAS display.

**Course name:** **Visual Arts****Course Description:**

The study of Visual Arts enables young people to develop an interest in and enjoyment of investigating the world through the ideas, aesthetics and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks through a range of forms including drawing, painting, sculpture, printmaking, ceramics, photography and digital mediums.

**This course would suit students with interests/special skills in:**

- Visual Arts
- problem solving & creative and critical thinking
- visually representing ideas and their world through expressive forms

**Student assessment will be based on:**

A combination of art making and critical/historical studies. These include the making of artworks, exhibitions, visual process diaries and written examinations.

**Compulsory course component:**

60% practical | 40% theoretical

# DoE APPROVED ELECTIVE COURSES

**Please note:**

Students may choose ONE DoE Approved elective course as part of their pattern of study. DoE Approved courses are: Big History, International Studies and Psychology. Students studying ONE DoE Approved course are eligible for a RoSA and meet NESA requirements for completing Stage 5, however, the DoE Approved course will not be listed on their RoSA transcript.



**Course name:****Big History**

Please note: Big History is a DoE Approved Stage 5 elective course. Students may study ONE DoE Approved elective course as part of their pattern of study, however, this course will not be listed on the student's RoSA. Students choosing this course are still eligible for a RoSA.

**Course Description:**

This course co-founded by Bill Gates and David Christian is one that challenges students to look at the world from different perspectives, to inspire a greater love of learning and help students better understand how they got here and where they are going. Students will work on a variety of individual and group projects that investigate the origins of the universe and the changes in communities as a result. Students will make and test claims whilst evaluating authority and evidence. Students will identify eight thresholds which are points in time when the right ingredients and conditions came together to create key milestones in our global story. Big History is a multi-disciplinary approach to knowledge for learners around the world.

**This course would suit students with interests in:**

- investigating the big questions about the origins and history of the universe
- using a multi-disciplinary approach to develop skills in critical and creative thinking
- pursuing university courses, further education or careers in STEM (Science, Technology, Engineering, Mathematics), Philosophy, Psychology or Anthropology

**Student assessment will be based on:**

Inquiry based research assignments and projects, fieldwork activities and presentations.

***This course provides a useful background for Chemistry, Biology, Physics, Society & Culture, Geography, Ancient History, Modern History, Studies of Religion and Legal Studies in the senior school.***

## Course name: **International Studies**

Please note: International Studies is a DoE Approved Stage 5 elective course. Students may study ONE DoE Approved elective course as part of their pattern of study, however, this course will not be listed on the student's RoSA. Students choosing this course are still eligible for a RoSA.

### Course Description:

International Studies is a course that develops students' knowledge and understanding of the significance of culture in their own lives and helps them to appreciate the culturally diverse, yet interconnected world in which they live. Students develop skills and values to view their own and other cultures from different perspectives. Students will study ideas, beliefs and practices across a wide range of cultures with an emphasis on the cultures of Asia and the Pacific. A focus on religion, gender, media, sport, food, tourism and technology within these cultures will be explored.



### This course would suit students with interests in:

- learning about the different ways people live, their cuisine and its significance, the festivals they celebrate, the beliefs they hold and reasons and purposes for their society's structures, actions and behaviours
- pursuing **university courses, further education or careers** in Politics, Travel, Foreign Affairs, Human Resources, Teaching, Law or Journalism

### Student assessment will be based on:

Inquiry-based research assignments and projects, fieldwork activities and presentations.

***This course provides a useful background for Society & Culture, Geography, Studies of Religion, and Legal Studies in the senior school.***

## Course name: **iSTEM**

Please note: iSTEM is a DoE Approved Stage 5 elective course. Students may study ONE DoE Approved elective course as part of their pattern of study, however, this course will not be listed on the student's RoSA. Students choosing this course are still eligible for a RoSA.

### Course Description:

iSTEM is a student-centred Stage 5 elective course that incorporates science, technology, engineering, and mathematics education in an innovative, and integrated fashion. It was developed in direct response to industry's urgent demand for young people skilled in science, technology, engineering, and mathematics.

iSTEM develops enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically enabled workforce. It provides students with learning opportunities to develop knowledge and skills to use the most up-to-date technologies including additive manufacturing (3D printing), laser cutters, augmented and virtual reality, drones, smart robotics and automation systems, artificial intelligence (AI), and a range of digital systems.

### What will students learn?

There are two core modules (STEM Fundamentals and Project-based learning) and twelve elective modules (Computer-aided design, Critical thinking, Project-based learning (extension), Advanced manufacturing, Aeronautical engineering, Agritech, Cyber security, Design for space, Mechatronics and Robotics, MedTech, Surveying and Geospatial engineering and Sustainable Transport).

To satisfy the requirements of the course students must undertake a range of inquiry based (IBL) and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project-based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Thus, in the course structure there are many points at which students raise questions and explore ideas.

### This course would suit students with interest/special skills in:

- iSTEM is ideal for problem-solvers and innovators, with hands-on projects that challenge critical thinking skills.
- It integrates technology such as programming, robotics, and digital design, making it perfect for tech enthusiasts.
- Students interested in engineering can explore principles and engage in hands-on projects.
- iSTEM covers scientific concepts and inquiry-based learning, appealing to science enthusiasts.
- Math skills are applied in modeling and analysis
- It prepares students for further study in STEM fields like physics, biology, engineering, computer science, and math.

### Student assessment will be based on:

Assessment as, of and for learning strategies will be utilised in this course to assess student progress and achievement of learning outcomes. There will be opportunities for first and second hand investigations.

# AUTHENTIC LEARNING 2025

The Authentic Learning program provides opportunities for students to engage in meaningful, inquiry-based learning by tackling significant, real-world issues. Authentic Learning is mandatory for all Year 9 students. Each student will undertake TWO Authentic Learning courses - one course in Semester 1 and one course in Semester 2.

## SUBJECTS YOU CAN CHOOSE FROM:

### Subject:

#### ACE: Asquith Curriculum Enrichment

The ACE Program will offer enrichment that will enhance the learning of high potential and gifted students in the intellectual domain at AGHS through a range of planned, evidence and research based, carefully designed activities. The program will be sustained, challenging and purposeful and focus on ongoing reflection and improvement. The ACE Program will provide significant adjustments and interventions for students in the highly gifted range to meet their advanced learning needs. ACE will develop students' capability to apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances; capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems; and ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement.

### Subject:

#### The Art of Argument

The Art of Argument course will start with an exploration of the philosophy of argument, including the factors that make a sound argument as well as how to win an argument consistently and on fair terms. Students will apply these philosophies to a variety of scenarios and practise forming a thesis and using persuasive language. In the teamwork component of the course, students will be given controversial statements and asked to defend or attack those statements in teams under timed conditions. There will be opportunities to develop debating and public speaking skills, and use technology to produce your own podcast. In the second half of the course, students will work in teams as barristers and solicitors to prepare a court case, examine and cross examine witnesses and to participate in a Mock Trial.

### Subject:

#### Barista Sisters

The Barista Sistas course gives students the opportunity to learn about all aspects of running a successful cafe. Students will learn to make different types of beverages, including coffee, smoothies and milkshakes, as well as certain biscuits and cakes to serve in the cafe. Students who select this course will be taught how to manage the finances of the business, and will learn to take payments using the cash register and EFTPOS machine. There will be a number of design tasks throughout the course such as designing a menu, creating promotional material, designing cafe uniforms and building a website for the cafe. Students are required to wear appropriate safety clothing such as black leather school shoes, and a food service apron and cap.

### Subject:

#### Battle of the Bands

Do you love to listen to music? Do you like to sing or play an instrument? Would you like to form the next popular band with your friends? Our Battle of the Bands course will build your musical knowledge, confidence and skills in performing in small ensembles with your peers, whether you are interested in pop, rock, rap, classical music or more! This course would suit students with interests/special skills in: Music Performance, Collaboration, Musical Exploration, Songwriting and Composition. Students are encouraged to bring their own instruments if available, though some instruments (keyboards, guitars) are available at the school. Opportunities for live performances during school events may arise for interested students.

**Subject:****A Multimedia Paradise**

Dive into the Multimedia Paradise, where creativity reigns supreme! Here, Virtual Reality, animation, filming, and graphic design collide to create an exhilarating playground of expression and exploration. From immersive VR experiences to captivating animations, cinematic wonders, and stunning visuals, the possibilities are endless. Get ready to unleash your imagination and be part of this vibrant world where innovation meets technology, and every idea is a ticket to an adventure beyond imagination.

**Subject:****It's SHOWBIZ!**

This course develops students' understanding, knowledge and skills in production and live events. It will train students in the practical skills of lighting, audio and visual systems, staging, costumes, props and sets, promotions and marketing, as well as hair and make-up artistry. Students will extend their roles and responsibilities as event planners, producers, directors, designers and operators for multiple school productions, events and initiatives throughout the year. Students will gain experience in real-world events as well as learning all about working 'behind the scenes' in a major event or production.

**Subject:****Tell the World**

Tell the World gives students the chance to sharpen their skills as an investigative journalist. This course will use different tools to allow students to express themselves, their opinion and what matters to them. Students will look at different types of media, and the tools for communication and self-expression. This will include the opportunity to work in groups and individually to reflect on what kinds of media is relevant, and how it works on the production end. Students will research different topics of choice, and compose articles, scripts and blogs to express ideas. Through the creation of content, including print, video and website materials, students will collaborate with others to achieve a common goal.

**How to find out more:**

Ask questions of the teachers offering each course:

- *ACE (Asquith Curriculum Enrichment)*: Ms Dunn
- *Art of Argument* - Ms Somerville or Ms Gardiner
- *Barista Sistas* - Mr Barker or Ms Barrett
- *Battle of the Bands* - Ms Chen
- *It's Showbiz!* - Ms Clement or Ms Barsi
- *Tell The World* - Ms Eastman or Ms Abrahams
- *A Multimedia Paradise* - Ms Niccol

## ELECTIVE COURSE FEES

COURSE	COST
<b>Authentic Learning</b>	<b>Year 9: \$20</b> This cost includes materials for student projects and may be used to subsidise the cost of some excursions and workshops.
<b>Big History</b>	Nil cost, however, students may have additional costs throughout the course for attendance at excursions.
<b>Child Studies</b>	<b>Year 9: \$20    Year 10: \$20</b> This cost includes course practical equipment and learning resources for Year 9 and Year 10. There may be <b>additional costs</b> throughout the course for projects and attendance at excursions.
<b>Commerce</b>	Nil cost, however, students may have additional costs throughout the course for attendance at excursions.
<b>Dance</b>	<b>Year 9: \$55    Year 10: \$55</b> This cost includes textbooks, costumes and dance workshops. There may be additional costs throughout the course for excursions and performances.
<b>Design and Technology</b>	<b>Year 9: \$50    Year 10: \$50</b> This cost includes practical materials, such as timber, glue, fixings, paint and varnish. Additional costs for students include the purchase of materials used in major design projects. There are two major design projects each year. The cost is dependent upon individual student choice of design project.
<b>Drama</b>	<b>Year 9: \$45    Year 10: \$45</b> This cost includes textbooks, and some props and costumes. There may be additional costs throughout the course for theatre visits, in-school performances and workshops.
<b>Food Technology</b>	<b>Year 9: \$100    Year 10: \$100</b> This cost includes food for practical experiences. Additional Costs for students include the purchase of materials used in major projects. There are two major projects each year. The cost is dependent upon individual student choice of project.
<b>French</b>	<b>Year 9: \$60    Year 10: \$60</b> This cost includes workbooks, online resources and entry to the LOTE competition. Students will have additional costs throughout the course, such as restaurant excursions, exhibitions, films, performances or exchange programs depending on availability.
<b>Industrial Technology - Multimedia</b>	<b>Year 9: \$30    Year 10: \$30</b> This cost includes practical materials and equipment. Additional costs include the purchase of materials used in major projects. The cost is dependent upon individual students' choice of the design project. Students may also have the additional cost of attending excursions.
<b>iStem</b>	<b>Year 9: \$50    Year 10: \$50</b> This cost includes practical equipment and resources. For example materials to build projects such as rollercoasters, aeronautical equipment. There may be <b>additional costs</b> throughout this course for attendance at excursions.



<b>International Studies</b>	Nil cost, however, students may have additional costs throughout the course for attendance at excursions.
<b>Japanese</b>	<b>Year 9: \$60    Year 10: \$60</b> This cost includes workbooks, online resources, entry to the LOTE competition and attendance on the Year 9 Taikoz excursion. Students will have <b>additional costs</b> throughout the course, such as restaurant excursions, exhibitions, films, performances or exchange programs depending on availability.
<b>Marine &amp; Aquaculture Technology</b>	<b>Year 9: \$60    Year 10: \$60</b> This cost includes practical equipment and resources. For example fish for dissection and fishing items. There will be <b>additional costs</b> throughout this course for attendance at excursions.
<b>Music</b>	<b>Year 9: \$33    Year 10: \$33</b> This cost includes instrument maintenance, music resources and online licences. Students may wish to participate in a variety of extra-curricular groups including choir, concert band, wind ensemble and jazz ensembles. Costs for membership of these groups vary from \$60.00 - \$110.00 per term. Students and their parents are advised to check with the Music staff for further information.  <b>NB.</b> Depending on student choices, assessment of student performance in music may necessitate the hiring of a piano accompanist at extra cost beyond consumable costs.
<b>Physical Activity and Sport Studies (PASS)</b>	<b>Year 9: \$50    Year 10: \$50</b> This cost includes course practical equipment and learning resources for Year 9 and Year 10. There may be <b>additional costs</b> throughout the course for attendance at excursions and camp.
<b>Textiles Technology</b>	<b>Year 9: \$50    Year 10: \$50</b> This cost includes practical materials and equipment. Additional costs may include the purchase of fabric, threads, etc. for making specific garments and articles.
<b>Visual Arts</b>	<b>Year 9: \$70    Year 10: \$70</b> This cost includes the wide-ranging practical materials and equipment for the course. All students must also purchase an A4 Visual Arts Diary (cost approx. \$10).