

# Course Selection 2026 Stage 5 Year 9 and 10 Courses

29 July 2025



## Sydney Distance Education High School

<b>Address</b>	Forbes Street, Woolloomooloo NSW 2011
<b>Postal address</b>	Locked Bag 5000 POTTS POINT NSW 1335
<b>Phone</b>	(02) 9383 0200 (switchboard)
<b>Website</b>	<a href="https://sydneyh-d.schools.nsw.gov.au">https://sydneyh-d.schools.nsw.gov.au</a>
<b>Email</b>	sydneyh-d.school@det.nsw.edu.au

Please refer to the *Guide for Students and Supervisors* on our school website for up to date information about the school.  
<https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

# Contents

Course requirements .....	4
Stage 5 Courses .....	5
Information about School Contributions .....	6
Interschool Journal Request – SSPs.....	7
COURSE DESCRIPTIONS CORE COURSES .....	9
English .....	10
Geography .....	11
History.....	12
Mathematics .....	13
Personal Development, Health and Physical Education .....	14
Science .....	15
ADDITIONAL COURSE.....	16
Career Education (Year 10 only).....	16
COURSE DESCRIPTIONS ELECTIVE COURSES .....	17
Agricultural Technology .....	18
Commerce .....	19
Computing Technology.....	20
Food Technology .....	21
History Elective .....	22
Industrial Technology: Automotive, Building and Construction, Electronics .....	23
Language .....	24
Music.....	25
Photographic and Digital Media.....	26
Physical Activity and Sport Studies (PASS) .....	27
Textiles Technology.....	28
Visual Arts.....	29
Visual Design.....	30

# Course requirements

Students must complete a certain amount of study in all of Learning Areas over the four years from Years 7–10. These areas of study include the following.

- English
- Geography
- History
- Mathematics
- Science
- Creative Arts
- Personal Development, Health and Physical Education
- Technological and Applied Studies

Additional Courses.

- Language (Year 7 or 8 only)
- Career Education (Year 10 only)

In each of the **core groups**, (English, Geography, History, Mathematics, Science) all students need to complete at least 400 hours over the four years from Year 7 to Year 10.

Government schools have an additional requirement of 100 hours across Years 7 - 10 in each of the English, Mathematics and Science Learning Areas and 400 hours of **electives**.

**In addition**, before Years 9 and 10, students in Years 7 and 8 must complete at least 200 hours of Creative Arts (Music and Visual Arts), 200 hours of Technology Mandatory and 100 hours of Language.

Between Years 7 and 10, students study 300 hours of Personal Development, Health and Physical Education.

All Years 9 and 10 students also study at least 100 hours of Mandatory History and 100 hours of Mandatory Geography. Students will have completed the NSW Education Standards Authority (NESA) requirements by studying a Language for at least one year by the end of Year 7 or 8.

## Year 9 and 10 electives

As well as continuing with the Learning Areas, students in Years 9 and 10 must study at least **two electives**.

At least one elective must be studied over both Years 9 and 10. The other elective may be studied over both years or a student may select a new elective in its place in Year 10.

For more information on NESA requirements contact the Head Teacher Secondary Studies (Year 10).

# Stage 5 Courses

Years 9 and 10 consist of mandatory courses and the opportunity for students to choose two elective courses.

Years 9 and 10 students study the following mandatory courses.

- English
- Geography
- History
- Mathematics
- Personal Development, Health and Physical Education
- Science

Additional Course.

- Career Education (Year 10 only)

Students choose **two elective** courses from the following list.

- Agricultural Technology
- Commerce
- Computing Technology
- Food Technology
- History Elective\*
- Industrial Technology – one year courses only (Year 9 or Year 10)
  - Automotive
  - Building and Construction
  - Electronics
- Language
- Music
- Photographic and Digital Media
- Physical Activity and Sport Studies
- Textiles Technology
- Visual Arts
- Visual Design

The Principal of Sydney Distance Education High School, or their delegate, may discuss individual education programs on behalf of students who enrol under the full time category. Such programs may involve students engaging in fewer courses than they initially chose.

\* This course is NOT available to Single Course enrolments.

# Information about School Contributions

**Voluntary General School Contribution** .....\$ 118 (halved if 3 courses or less)

## Course Contributions

- **Voluntary General Course Contribution** ..... \$97
- **Elective Course Contributions** .....may apply, if there is an extra course cost

Industrial Technology Electronics: Years 9 and 10 ..... \$34

Textiles Technology: Years 9 and 10..... \$15

Visual Arts: Years 9 and 10 (optional art kit) ..... \$85

Visual Design: Years 9 and 10 (optional art kit) ..... \$85

**An invoice for payment will be sent at a later date.**

## Contributions for Special Placement Settings (SSP only)

### Curriculum Access Provision Years 9-10

New enrolments are only processed when full payment of the Course Contribution General has been received by an Interschool Journal. The Course Contribution General for 2026 is \$97. Attached is the Interschool Journal Request with a full schedule of contributions.

## Note

- Please contact the School Administrative Manager if there are any issues you wish to discuss concerning these contributions. Financial student assistance is available for the Course Contributions General and Course Contribution Specific payments.

# Interschool Journal Request – SSPs

To finalise the application for your student please journal funds as outlined below.

School code	8587 (Sydney Distance Education High School)
GL Account	401670
Funds	6300
Cost Centre	68587101
Tax Code	S5
Please add in description: (Add in notes if required)	School name  Student name
	<p><b>Voluntary General School contributions for government school students (2026)</b></p> <ul style="list-style-type: none"> <li>• <b>Years 7–10:</b> Voluntary General School Contribution .... <i>(more than 3 courses)</i>...\$118 Two terms or less – pay 50%</li> </ul> <div style="border: 1px solid black; padding: 2px; float: right;">NO GST</div> <p><b>Course Contributions</b></p> <ul style="list-style-type: none"> <li>• <b>Course Contribution General</b> <i>(all students)</i>..... \$97</li> <li>• <b>Course Contribution Specific</b> (may apply, if there is an extra course cost) The following contributions are for annual consumables and kits used during the course.</li> </ul> <p><b>Years 9 &amp; 10 Elective Courses</b></p> <ul style="list-style-type: none"> <li>– Industrial Technology Electronics (kit) ..... \$34</li> <li>– Textiles Technology ..... \$15</li> </ul>
	<ul style="list-style-type: none"> <li>– Visual Arts: Years 9 and 10 (optional kit)..... \$85</li> <li>– Visual Design: Years 9 and 10 (optional kit) ..... \$85</li> </ul>

*(blank page)*



# **COURSE DESCRIPTIONS**

## **CORE COURSES**

Teachers will conduct regular, timetabled web lessons for students to support and help them engage with their learning in all courses.

School based assessment is an integral component of the Stage 5 courses. This is designed to assess individual achievement in the knowledge and skills developed during Years 9-10.

# English

**Lesson work is delivered through elearning.**

The aim of the English course is to make students aware of the way language is used for different purposes. By experiencing and composing a variety of texts, students become skilful in the use of language and increase their understanding of literary and non-literary texts.

Students gain experience using language through reading, writing, speaking, listening, viewing and representing in the following areas.

- Poetry
- Fiction
- Drama
- Non-fiction
- Media, multimedia and digital texts
- Film
- Information and Communication Technology (ICT)

Lessons are designed to meet individual needs and units of work are modified for different levels of ability, where necessary.

## **Achievement of Course Outcomes**

By the end of Stage 5 students should be familiar with the use of language in a variety of situations (text types) and should have developed their reading, writing, speaking, listening, viewing and representing skills as well as their ability to critically, imaginatively and interpretively evaluate literature, film and media.

# Geography

**Lesson work is delivered through elearning.**

The aim of Geography in Years K–10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

## Year 9 course

### **Topic 1 – Sustainable Biomes**

Students study the following.

- Biomes
- Changing biomes
- Biomes produce food
- Challenges to food producing
- Food security

### **Topic 2 – Environmental Change and Management**

Students study the following.

- Environments
- Environmental change
- Environmental management
- Investigative study of an Australian environment and compare it to another country

## Year 10 course

### **Topic 1 – Changing Places**

Students study the following.

- The causes and consequences of urbanisation
- Urban settlement patterns
- Internal migration
- International migration
- Australia's urban future

### **Topic 2 – Human Wellbeing**

Students study the following.

- Human wellbeing and development
- Spatial variations in human development
- Human wellbeing in Australia
- Improving human wellbeing

### **Skills**

- Literacy and numeracy
- Information and Communication Technology (ICT)

# History

**Lesson work is delivered through elearning.**

The Mandatory History Stage 5 course has been designed to provide an understanding of Australian History, Civics and Citizenship.

## **The Making of the Modern World / The Modern World and Australia**

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

## **Year 9 course**

Students study the following.

- The industrial revolution
- Making a nation
- Australia at war (World War I & II) mandatory

## **Year 10 course**

Students study the following.

- Australia in the Vietnam war era
- Rights and freedoms (1945 to present) mandatory
- Migration experiences
- Site study – The tent embassy

Students will use Information and Communication Technology (ICT) tools to research history and communicate their understanding of past societies and times.

Students are encouraged to develop a lifelong interest and enthusiasm for history and appreciate that history is made up of different viewpoints.

# Mathematics

**Lesson work is delivered through elearning.**

In 2026 Stage 5 will continue with the **Core-Path** structure in both Year 9 and Year 10. The syllabus will have a **Core-Path** structure designed to encourage and provide flexibility for students with their learning as they work towards Stage 6.

Students learn to work mathematically through the processes of communicating, understanding and fluency, reasoning and problem solving in an interconnected way.

Students study Number and algebra, Measurement and space, and Statistics and probability.

The **Core** outcomes provide students with the foundation for Mathematics Standard in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy Content Endorsed Course in Stage 6.

The **Core-Path** structure is intended to extend students as far along the continuum of learning as possible and provide foundations for the highest level of student achievement.

The aim for most students is to demonstrate achievement of the Core outcomes and, if possible, as many Path outcomes as possible by the end of Stage 5.

The **Path** outcomes are used to progress students towards Stage 6 courses, primarily the Advanced and Extension courses.

# Personal Development, Health and Physical Education

**Lesson work is delivered through elearning.**

Personal Development, Health and Physical Education contributes significantly to the cognitive, social, emotional, physical, and spiritual development of students. It provides opportunities for students to learn about, and practise ways of adopting and maintaining a healthy, productive and active life. The course explores health and physical activity that is specific and important to young people.

Students' learning includes the following.

- Thinking critically, solving problems, and making informed decisions on health, safety, wellbeing and physical activity
- Exploring issues that impact the health, safety and wellbeing of themselves and others
- Participating in movement experiences that are regular, varied, purposeful, challenging and enjoyable

Learning in this course encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and a commitment to continue learning throughout life. Within the course students explore values, attitudes and beliefs and how to relate to the wider community. The course is built around developing skills and competencies in information and communication technologies, as well as embedding the opportunity to develop skills in literacy and numeracy.

The course is organised into the following three content stands.

- Health, wellbeing and relationships
- Movement skills and performance
- Healthy, safe and active lifestyles

These three stands are integrated into the following units of work.

## Year 9 course

- Paper planes
- Bend it like Beckham
- Soul surfer
- Billy Elliot

## Year 10 course

- Rabbit-proof fence
- Wonder
- Restart
- Boy overboard

# Science

**Lesson work is delivered through elearning.**

The study of Science is mandatory for all students in Stage 5. Science is concerned with finding out about the physical, biological, chemical, geological and technological world in a systematic way. Students develop their knowledge of scientific investigation and communication by undertaking experiments, carrying out skills activities, completing online activities and processing and presenting information.

In each year, students have opportunities to extend their skills by taking part in a variety of activities ranging from an individual experimental research project through to interactive online activities.

In Years 9 and 10, students will have the opportunity to study and learn about the following.

## Year 9 course

- Energy
- Disease
- Materials
- Environmental sustainability

## Year 10 course

- |                         |                             |
|-------------------------|-----------------------------|
| • Biotechnology         | • Forensic science          |
| • Elements              | • Antibiotics               |
| • It's cosmic           | • Our connected world       |
| • Sustainable fishing   | • Being a scientist         |
| • Evolution             | • Response and coordination |
| • Motion                | • Waste management          |
| • Chemical combinations |                             |

The program of study at Sydney Distance Education High School aims to provide a sound foundation for senior Science courses. By the end of Year 10, students will have completed a mandatory individual student research project and developed the following skills.

- Planning and conducting investigations
- Communicating scientific understanding
- Scientific thinking and problem-solving
- Information and Communication Technology (ICT) skills such as using databases, spreadsheets, email and the Internet

# ADDITIONAL COURSE

## Career Education (Year 10 only)

What are your interests and abilities? What jobs are you interested in?

To help prepare you for the world of work this course looks at these and other questions to do with training and work.

### **School to Work**

Students participate in exercises that explore their interests and abilities. They develop a résumé and a job application letter, and learn about worker health and safety. The Careers Advisers work with all students to develop a profile of their interests to formulate a desirable and appropriate career path.

Work Experience is offered to students in Years 10, 11 and 12. To participate, you need to complete your lessons regularly.



## **COURSE DESCRIPTIONS ELECTIVE COURSES**

Teachers will conduct regular, timetabled web lessons for students to support and help them engage with their learning in all courses.

# Agricultural Technology

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Through the study of Agricultural Technology in Years 9-10 students develop knowledge, understanding and skills which enable them to contribute positively to their own lives and to the social, economic and environmental future of Australia.

The dynamic nature of modern agriculture results from the increasing knowledge and application of current and emerging technologies to the production, processing and marketing of agricultural products. A study of the relationships between the production, processing and marketing of agricultural products provides an informed understanding of the impact of agricultural practices on society and the environment.

The course has some hands on practical work components. Students will be expected to grow plants in small containers or pots. There is an optional opportunity for raising poultry. Practical work will help students develop skills in organising, problem solving, planning, managing, measuring, maintaining records and report writing.

The main enterprises that are offered include the following.

- Beef
- Potatoes
- Wool
- Wheat
- Cotton
- Dairying
- Macadamias
- Poultry

# Commerce

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

Through the study of Commerce, students investigate the relationships between consumers, businesses and governments in the economy and develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Such skills will enhance their competency to participate in our democratic and pluralistic society.

## **Year 9 course**

In Year 9 Core, students study the following.

- Consumer and financial decisions
- Employment and work futures

The options that are offered include the following.

- Promoting and selling
- Travel

## **Year 10 course**

In Year 10 Core, students study the following.

- The economic and business environment
- Law, society and political involvement

The options that are offered include the following.

- Our economy
- Law in action

Note:

- For completion of the 200 hour Commerce course, 4 Core topics and a minimum of FOUR options must be covered.
- For completion of the 100 hour Commerce course, 2 Core topics and a minimum of TWO options must be covered.

In both courses, Information and Communication Technology (ICT) skills will be developed.

# Computing Technology

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Computing Technology is a project-based course which enables Years 9 and 10 students to develop skills in the application of computing technologies and to develop digital solutions applicable to a range of real world scenarios.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. Students develop knowledge and skills that will enable them to contribute to an increasingly technology-focused world.

Students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

Practical projects form a major part of the course and give students the opportunity to develop both technology and creative problem-solving skills.

Topics and projects include the following.

## **Enterprise information systems**

- Modelling networks and social connections
- Designing for user experience
- Analysing data

## **Software development**

- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software

# Food Technology

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

## **Course format**

The course is supplemented by a variety of weekly practical lessons.

We offer study days in the SDEHS commercial kitchen and technology space where students can complete the practical and digital component of their course work or assessment tasks if required.

## **Course content**

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns.

Food Technology addresses the importance of hygiene and safe work practices in the production of food. It provides students with a context through which to explore the richness, pleasure and variety food adds to life.

## **Topics**

The 200 hour Food Technology course runs over Years 9 and 10. You will study the following focus areas over the 2 years of study.

### **Year 9 course**

- Food selection and health
- Food in Australia
- Food for special occasions
- Food equity

### **Year 10 course**

- Food for specific needs
- Food service and catering
- Food trends
- Food product development

## **Additional Information**

You will need access to a computer, a home kitchen with a variety of basic kitchen utensils and some small appliances. You'll be required to photograph your food during production and on completion, so a smart phone or digital camera is also required.

# History Elective

This course is NOT available to Single Course enrolments.

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

As well as the Mandatory History course, students with a particular interest in history may also choose this Elective History course. It aims to give a broad overview of the major developments in world history. It provides background to some of the major issues of concern in the modern world and it helps students make sense of current events.

## Year 9 course

Topics covered include the following.

- Renaissance
- Crisis and change
- Aboriginal heritage and identity
- Site study – Viking burial sites
- Medieval Japan
- Biography – Cleopatra
- Women of the modern world

Information and Communication Technology (ICT) will be the tool students will use to research history and communicate their understanding of past societies and times.

Students will be encouraged to develop a lifelong interest and enthusiasm for history and appreciate that history is made up of different viewpoints.

## Year 10 course

The course covers the following areas.

- Slavery
- Elizabethan England
- Biography – Charles Darwin
- Site study – Buddhas of Bamiyan
- Film study – Mabo
- Propaganda in history
- Looking back at the 20th century
- Qin dynasty and the entombed warriors
- Special interest project

This study gives students a meaningful context for contemporary events.

# Industrial Technology: Automotive, Building and Construction, Electronics

**Lesson work is delivered through elearning.**

**These courses are only 100 hour (1 year) courses.**

Students may study a chosen Industrial Technology course for either Year 9 or Year 10 only, not both.

The study of Industrial Technology 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.

- Industrial Technology – Automotive
- Industrial Technology – Building and Construction
- Industrial Technology – Electronics

## Automotive

Learn about the development and use of automotive power in our society. In particular, the history of motor vehicles and how we use this power for the good of people.

This course will help you to become familiar with the workings of the modern car, so you will need access to a car.

## Building and Construction

This is the ideal course if you are interested in woodworking, building and working with your hands. In this course you will learn about hand and power tools and how to use them safely and effectively. You will study skills used in the building industry, participate in practical workshops, and build your own projects.

## Electronics

Contribution: \$34

This is a popular and interesting practical course which enables you to discover the basic principles of electronics. You will apply these to the making of small and exciting projects. Projects include a continuity indicator, which shows whether something will conduct electricity, or a set of flashing LEDs and a siren. All special tools and equipment are provided on payment of the kit contribution. Projects progress from simple to complex and include flashing LEDs, radio, microphones and water meters.

# Language

Students can study a language through the NSW School of Languages (NSL), a specialist distance education school offering a wide range of language courses.

This is an option for students interested in learning a language not offered directly through SDEHS.

For more information on available courses, please contact:

Phone: (02) 9381 4800

Email: [NSWSchoolLang.school@det.nsw.edu.au](mailto:NSWSchoolLang.school@det.nsw.edu.au)



# Music

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Students will develop their musical skills and knowledge by listening to, composing and performing a wide range of music. They will learn to compose their own music, follow musical scores and become musically literate.

Students undertaking music learn exclusively online and must study the topic Australian Music and at least two topics from each of the groups below.

## **Group 1**

- Baroque music
- Classical music
- Nineteenth-century music
- Medieval music
- Renaissance music
- Art music of the 20th and 21st centuries
- Music of a culture
- Music for a small ensembles (Group 1)
- Music for large ensembles (Group 1)

## **Group 2**

- Popular music
- Jazz
- Music for radio, film, television and multimedia
- Theatre music
- Music of a culture (a different culture from Group 1)
- Music for small ensembles (Group 2)
- Music for large ensembles (Group 2)
- Rock music
- Music and technology

Students will develop their Information and Communication Technology (ICT) skills through a range of activities including Internet research, digital recording and multi-track recording.

# Photographic and Digital Media

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

This course is an exciting journey of discovery into camera craft using any of the following image capturing devices including phone, digital single-lens reflex, compact or mirrorless cameras. This course will explore how to use apps or manual camera functions to experiment with aperture, shutter speed and ISO. The course will also cover photo editing using Adobe Lightroom and Adobe Photoshop. All Adobe programs also employ AI elements to improve usability. Students will also study cyber safety and ethical issues in photography and digital media.

Each lesson will provide guidance in creating and studying digital images that stretch student understanding of what photography can be.

Some of the topics covered in the course include the following.

- Portrait studies using Adobe Photoshop as a compositing tool
- Camera craft – getting to know your camera and how to use its manual features and how to use apps for phone cameras
- Framing and composition of photos
- Photo editing using Adobe Lightroom and Adobe Photoshop
- Using the camera as a tool to create expressive images
- Using Adobe Photoshop as an expressive tool
- Studies in photographic practice
- Photographic genres
- Project based work to create a thematic series of photographs

The course works with the Adobe Creative Cloud (a free download for students) and no prior experience is necessary. Students will start having fun from the very first lesson.

Students will need access to a computer and a digital single-lens reflex, compact or mirrorless camera or a mobile phone camera.

Workshops and excursions will be held at Sydney Distance Education High School and beyond. They are an important element of the course providing students with access to digital cameras, studio lighting and teacher support. A fortnightly group web lesson is also a key part of the course. Students can also organise a lesson with the teacher either online or at one of our school learning hubs.

The knowledge gained in the Photographic and Digital Media course would be beneficial in the career choices of advertising, graphic design, architecture, artist, photographer, fashion designer, interior designer, cinematographer and many more design-based occupations.

# Physical Activity and Sport Studies (PASS)

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Physical Activity and Sports Studies examines the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities and the use of physical activity for wellbeing.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of many lifestyle related diseases. Research shows that regular physical activity can also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness.

Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

Topics covered include the following.

## **Year 9**

- Movement efficiency
- Inclusion
- Coaching
- Nutrition

## **Year 10**

- Perfect practice = perfect
- Technology, participation and performance
- Issues in physical activity and sport
- Promoting active lifestyles and surfing

# Textiles Technology

Lesson work is delivered through elearning.

This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).

Contribution: \$15

Textiles Technology is a great choice for students interested in fabric and fashion trends. Textiles have played a significant role throughout history and continue to satisfy needs in society by means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings. This course relates to the clothes you wear, textile items in your home and in other environments. It is driven by your choice of projects that are fun and interesting.

Textiles Technology is a project-based course which means you will undertake interesting and engaging practical projects. Projects will come from the 5 main focus areas.

Apparel:	What we wear
Furnishings:	Textile items in the home
Costumes:	Clothing worn in plays and traditional costume
Textile arts:	Wall hangings and wearable art
Non-Apparel:	Book covers, bags and toys

You will gain a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students document and communicate their design ideas through a design portfolio which will compliment their project.

There are three areas of study in Textiles Technology.

- **Design** – Students learn how to generate and develop textiles design ideas, to examine and appreciate the work of textiles designers and how to apply colour and decoration to textiles items.
- **Properties and performance of textiles** – Students learn about the basic components of textiles and how to use this information to make wise decisions when selecting fabrics for a specific end use.
- **Textiles and society** – Students look at the historical, cultural and contemporary factors which influence textiles design, construction and use. The impact of textile production and use on the consumer and society in general is also investigated.

The course is supplemented by small kits to assist with manufacturing techniques to develop your skills. Students are encouraged to visit the school each term and there will be study days to assist you with the course. The \$15 contribution covers the cost of sample kits. You will need access to a sewing machine.

# Visual Arts

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Art is a very satisfying course for many students to undertake. The elective Visual Arts course aims to develop a student's visual awareness and creativity through the making and study of art.

The course work is exclusively online, providing students with an innovative and interactive elearning environment.

Artmaking experiences we offer are the following.

- Drawing
- Painting
- Collage
- Mixed media
- Printmaking
- Ceramics
- Sculpture
- Installation art
- Digital media

Workshops and Study Days, held at Sydney Distance Education High School, are an important element of the course as they provide students with the opportunity to try different approaches to making art.

Throughout the year, we go on a number of excursions to places such as the Art Gallery of NSW and visiting Artist workshops.

Optional Art Kit \$85 – The Art Kit contains art materials required for the course. If you are interested in purchasing an art kit, please contact School Reception to make payment. Alternatively, students are welcome to supply their own art materials.

# Visual Design

**Lesson work is delivered through elearning.**

**This course may be studied in either Year 9 or 10 (100 hours course) or both years (200 hours course).**

Would you like to create legal graffiti art?

Would you like to create a design for a functional skateboard deck?

Do you enjoy Manga and Anime cartoons?

Would you like to learn how to use the Photoshop digital imaging software?

If you have answered yes to any of these questions then the Visual Design course is for you.

This is an exciting online course that provides students with the opportunity to explore the nature of visual design as a field of various artistic practices and conventions.

The Visual Design course allows students to experiment with innovative and fascinating design techniques.

Students will have the opportunity to work with some of the following design projects.

- Computer generated graffiti art
- Graphic design, poster design and advertising campaigns
- Wearable design
- Cartooning
- Manga and Anime cartooning using traditional drawing techniques and Photoshop Elements
- Wearable art, hat making and fabric design
- Animation

Students will also explore traditional Visual Arts techniques such as drawing, painting, printmaking, mixed media and photography.

Students who are interested in a career related to Visual Design such as Graphic Designer, Textile Designer, Interior Designer, Industrial Designer, Fashion Designer, Cartoonist, Illustrator or Set Designer – we encourage you to enrol in this exciting course.

Optional Art Kit \$85 – Students of Visual Design are welcome to purchase an Art Kit to support them in the completion of some artmaking tasks. Alternatively, students are welcome to supply their own art materials as needed.