



**Vincentia High School
Subject Elective Selection
Handbook
Year 9 – 2020**

**Learning
For
Life**

MESSAGE FROM THE PRINCIPAL

Dear Parents and Students

Vincentia High School is a dynamic school that has the resources and expertise necessary to provide opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

As a part of this process, we encourage our students to pursue their interest and abilities through our elective curriculum.

Students entering Year 9 are given the opportunity to elect subjects of interest to them. Vincentia High School is proud to offer a diverse range of subject electives for Years 9 and 10, designed to meet the passions, learning needs and learning styles of our dynamic student body. I encourage all students to consider their interests, their learning strengths and their broader abilities when they determine their preferences. By taking the time to seriously consider their electives now, students will be better placed to make more successful academic decisions as their schooling career continues.

In making subject choices, students should remember that the 200hr courses must be studied to a satisfactory standard for **two** years. Changes during this time are not usually feasible, so a wise choice is necessary. If students would like additional information they are encouraged to talk to their classroom teachers, faculty Head Teachers or their Year Adviser. By encouraging our students to make informed choices, we empower them to achieve.

The information contained in this booklet relates to subjects and units that may be available in the 2020 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Principal and Curriculum Team in accordance with NESA and school requirements. The Stage 5 elective lines generated after the students have made their choices will reflect this student choice

Please read this book thoroughly.

Mr Ken Bates
Principal

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RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10 they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy BOSTES' curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or BOSTES.
- Completed Year 10.

Students are required to complete the following mandatory curriculum for the RoSA:

- English (500 hours by the end of Year 10)
- Mathematics (500 hours by the end of Year 10)
- Science (500 hours by the end of Year 10)
- Human Society and Its Environment (400 hours by the end of Year 10)
- Languages other than English (100 hours in a continuous one-year period by the end of Year 10)
- Technological and Applied Studies (200 hours in Years 7 and 8)
- Creative Arts (200 hours by the end of Year 10)
- Personal Development, Health and Physical Education (300 hours by the end of Year 10)
- Planned physical activity including planned weekly sport (150 minutes per week)
- Additional Studies (Electives) including Board Developed or School Developed Board Endorsed courses(400 hours)

Schools award each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grades are reported on the student's RoSA and range from A to E, based on performance descriptors as outlined for each Stage 5 course by NESA.

YEAR 9 AND 10 CURRICULUM STRUCTURE 2020–2021

In Years 9 and 10 students are required to study the mandatory subjects of:

- English
- Mathematics
- Science
- PDHPE
- History
- Geography

At Vincentia High School students in Years 9 and 10 complete 400hrs of additional subjects (Stage 5 Electives).

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5 (Year 10) students should have completed 8 units (400 hours) of additional studies (RoSa approved Elective courses) and 200 hours of School Developed Interest Electives:

Two x 200 hours courses (2 x 4 units over two years)

OR

One x 200 hour course (1 x 4 units over two years)

And

Two x 100 hour courses (2 x 2 units over one or two years)

OR

Four x 100 course courses (4 x 2 units over one or two years)

PLUS

Four x 50 hours of School Developed Interest Electives

MAKING THE BEST CHOICE

This booklet contains information relating to all the electives being offered at Vincentia High School. Students and parents are asked to read the information and choose their elective subjects carefully.

Students should consider their interests and abilities when selecting elective subjects.

There are no pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12.

Vincentia High School further supports students in making informed choices with regards to their study through the Year 8 Subject Expo held during school time. Head Teachers from each elective course will be explaining their courses directly to all Year 8 students. At that time students can ask questions and look at resources that will help them get a better idea of what is involved in each of the courses.

In addition to this booklet students are encouraged to discuss their choices with their classroom teachers or Year Adviser, as well as parents and students in Years 9 and 10.

SUBJECT SELECTION PROCESS

Students will be required to select the RoSA approved electives to study in Years 9 and Years 10. These elective courses will be allocated to either Line X or Line Y. During the subject selection period in term 3, students will be asked to nominate their top FOUR elective subject preferences. It is essential that students indicate their choices in order of preference.

Students will have approximately one week to record their subject preferences. It does not matter how quickly within that week they make their preferences, although students are reminded that the ranking of their preferences is important for their confirmed subject list.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school constraints.

The electronic submission of subject choices is most important as it directs decisions regarding the viability of courses. Failure to submit an electronic subject choice may result in a student not receiving their higher prioritised subject choices and or may result in subjects being selected for students.

Subjects are selected electronically using the Edval Web choices system. Students will be issued a link and an individual code to make their choices on the following link: <https://web.edval.com.au/mysubjects>

It is imperative that students are aware of their DoE Student email address and login details. If they are unable to access their account they are encouraged to see the Librarian or their Year Adviser

TIMELINE

1. Term 2, Week 10 (3/6/19) – Web Codes and link issues to students
2. Term 3, Week 2 (31/6/19) – Online choices close

School developed interest electives will be completed mid Term 3 using the same process.

SUBJECT AVAILABILITY

Once the students have completed their preference lists, the Principal and Executive team consult to determine the final number of classes and subjects running.

If a student does not get enough classes from their selected preferences they will be interviewed and asked to re-prioritise in order to ensure they have the required classes to complete their studies in Years 9 and 10.

CHANGES TO SUBJECTS SELECTED

Students continue with their selected subjects from Year 9 into Year 10.

Only in extreme and special circumstances will changes to elective subjects be considered. Students seeking to change their elective subjects should consult their Deputy Principal.

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5 (Year 10) students should have completed 8 units (400 hours) of additional studies (Board Endorsed Elective courses) and 200 hours of School Developed Interest Electives:

Electives – Year 9 2020

Subjects: ROSA Approved Electives	
Agriculture (Science)	Information & Software Tech. (TAS)
Child Studies (PDHPE)	iSTEM (TAS)
Commerce (HSIE)	Marine Studies (Science)
Dance (PDHPE/CAPA)	Music (CAPA)
Drama (English)	P.A.S.S. (PDHPE)
Food Technology (TAS)	Photography (CAPA)
History Elective (HSIE)	Textiles & Design (TAS)
Indonesian (LOTE)	Visual Arts (CAPA)
Industrial Tech. Electronics (TAS)	Visual Design (CAPA)
Industrial Tech. Metal (TAS)	
Industrial Tech. Timber (TAS)	

RoSA Approved Electives Descriptions under

Key Learning Areas (KLA)

ENGLISH

Drama

Drama is a 200 hour course being offered in Years 9 & 10 to meet the needs of those students who enjoy the challenge of performing before an audience or are looking at creative arts career paths. This course is for students looking to build, not only on acting skills but also skills that are transferable to all workplaces including problem solving, interpersonal and communication skills as well as text analysis and presentation. No previous experience is needed, just a positive outlook and willingness to try new things.

The course involves gaining knowledge and skills related to:

- acting in various situations.
- improvising before fellow class members and before invited audiences.
- devising plays based on current issues, historical events, styles of theatre.
- enacting scripted plays.
- staging performances as an actor, a scriptwriter, a director and a designer.
- writing reviews of your own performance and that of others.

Emphasis is placed on active and collaborative participation, exploration of imaginative scenes and situations, performance and self-improvement.

Assessment: Practical - making and performing - 60% Theory - 40%



**Contact: Mrs Holloway Fry
Head Teacher English**

SCIENCE

Agriculture

Agriculture is an elective in which students will be given the opportunity to interact with their physical surroundings, including both plant and animal, and using these interactions, be able to better understand the systems that underpin all life on this planet. The specific programs that will be offered during Years 9 & 10 include:

Permagarden

Small-scale/high density 'backyard' flower, fruit and vegetable production based on a permaculture model.

Horticulture

Propagation of native plants from seed, cuttings and spores, Hydroponics!

Landscaping

Simple use of plants and paving to enhance one's living space

The Built Environment

Skills to enable students to undertake, at a basic level, activities such as basic bricklaying, mud brick construction, footings, roofing etc. This program will run in conjunction with the continuing school farm-building program.

Animal Husbandry

Breeding, growing and processing of animals such as poultry and pigs from a viewpoint of 'backyard' production.



Marine and Aquaculture Technology

Students will study mandatory **Core Units**, these contain essential content. Optional modules contain content that is essential within that specific context:

Such as:

- *Water Safety*
- *General First Aid*
- *Maintaining Equipment Used in Water*
- *The Marine Environment*

Students will study five **Modules** in Year 9 and five **Modules** in Year 10 completing a total of 10 **Modules**.

The focus areas are taken from:

<i>Biology</i>	<i>Ecology</i>
<i>Aquaculture</i>	<i>Leisure</i>
<i>Employment</i>	<i>Management</i>
<i>General Interest</i>	



Contact: Mrs Tololeska
Head Teacher Science

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

History Elective

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world.

It allows students to locate and understand themselves and others on the continuum of human experience up to the present.

History provides opportunities for students to explore human actions and achievements in a range of historical contexts.

Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.



Commerce

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.

This subject develops in students an understanding of commercial and legal processes and competencies for personal financial management.

Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

**Contact: Mr Salahi
Head Teacher HSIE**



PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Dance

The dance syllabus is a challenging and stimulating one which is divided into three major areas of study - **Performance**, **Composition** and **Appreciation**.



1. **Performance** (50% of the course) deals with more than just performance for an audience. One part of it, the core section explores mainly the process of “*bodily competence*” and the development of “*knowing how*” to dance; the second part (the extension section) involves the “*interpretation*”. It is a non-stylistic means of preparing the body for dance with consideration for correct anatomical principles. The core is compulsory. Students then elect to study styles of dance in the extension phase of the syllabus.

2. **Composition** (25% of the course) is concerned with the development and use of concepts in the creative process as applied to dance.

3. **Appreciation** (25% of the course) is concerned with helping students make informed judgments on dance through study of the many historical perspectives of dance.

Dance styles covered - traditional, modern, classical, jazz, African derived modern dance styles, Aboriginal dance, ballroom dance styles and musical theatre.

Students will:

- develop skills and technique in dance.
- apply skills / techniques to Performance.
- develop and apply these skills for Composition.
- develop an understanding of Appreciation.
- develop performances - ‘Showcase’, ‘Southern Stars’.

Child Studies

This course is designed to give an insight into the realities of parenting and the development of children up to school age.

The course will consist of such topics as;

- Am I ready to be a parent?
- Pregnancy / Lactation.
- Weaning and Nutrition for babies.
- Growth and Development of a baby - birth to 5 years.
- Role of 'Play' in baby's development.
- Socialisation.
- Activities will include a visit to a Child Care Centre, food preparation and designing a 'baby toy'.

If you are interested in the development of children or perhaps even a future in the child care industry or teaching, choose Child Studies.



Physical Activity & Sport Studies

Physical Activity and Sport Studies is a 200 hour course being offered in Years 9 & 10 to meet the needs of those students who wish to extend their skill and interest beyond normal PD/Health/PE lessons.

The course has been developed in response to the growing amount of recreational time that we now have as a society. This growth has created a need for individuals with a wider knowledge and skill in sport and recreation.

The course encourages lifelong participation in sport through increased knowledge and skills and a heightened awareness of the positive benefits of physical activity.



This course is for those students who wish to direct their attention to recreational, health and fitness related studies. It will give an opportunity to obtain coaching, umpiring and first aid qualifications. Simply knowing how to play the game is not enough and the course will include both practical and theory activities such as the history of sport, care and prevention of injury and coaching techniques. Students considering this elective need to understand the importance of the theory aspect.

**Contact: Mr Raftery
Head Teacher PDHPE**

CREATIVE AND PERFORMING ARTS (CAPA)

Photography & Digital Media

Photographic and Digital Media offers students the opportunity to develop skills in black and white dark room photography as well as digital imaging techniques, manipulation, editing and film.

Students are encouraged to explore the history of Photography as well as contemporary photographic practices.

Photography students develop an extensive body of work that reflects their experience and understanding of the world. Their image making is enhanced by the study of visual representation, symbolism, design, narratives, subject matter, formats, stylistic representations and technology.



Visual Arts

The Visual Arts course is suited to all students who enjoy expressing their ideas and experimenting with materials and techniques.

This course builds on knowledge and skills learnt in Stage 4 and encourages students to investigate a range subjects and material practices.

Visual Arts students design and create an extensive body of work using media such as paint, drawing, sculpture and printmaking. The study of historical and contemporary artists and their work is integrated with art making to enhance student's knowledge of the role of Art in the world.



Visual Design

Visual Design enables students to experience the role of Artist/Designer in the consumer world.

Visual Design students design and construct objects, images and products that respond to a range of design needs including packaging, wearables, architecture and interiors, public and private spaces, furnishing, illustration, advertising and publications, toys and objects.

The study of historical and contemporary design practice is integrated with practical experiences to enhance student's knowledge of the role of designers in the world and the development of their own unique design style.



Music

Music in Stage 5 has three learning experiences:

- Performance
- Composition
- Listening.



This course is suited to all students who enjoy listening to and creating music.

No instrumental or Vocal experience is required prior to taking this course.

Experiences will include:

- Popular and Rock Music
- Music for Film, Gaming and Multimedia
- World Music
- Art Music
- Recording and Sound Production
- Looping, Sampling, Trigger pads and DJ Production
- Creating music using computer software and mobile apps



Contact Ms Ryder - Head Teacher CAPA

LANGUAGES OTHER THAN ENGLISH (LOTE)

Learning another language fosters students' ability to think and reflect about the workings of language, and to develop mental flexibility and problem-solving strategies. It also increases opportunities and abilities to develop interpersonal skills and cultural awareness.

Aboriginal Languages & Culture – Dhurga

The study of Aboriginal languages encourages students to make the association between language, identity and land. The satisfaction of engaging with the study of Aboriginal languages and of developing communication skills in the language will contribute to all students; intellectual enrichment. Contemporary research establishes a clear link between the learning of languages and improved literacy skills for all learners. Providing all students with access to learning about Aboriginal languages also assists in the processes of reconciliation by increasing cross-cultural understanding between Indigenous and non-Indigenous Australians. For all students the Aboriginal Languages Elective will provide insights into the relationship between language and culture.

Students of this course will have the opportunity to participate in the following:

- Identify and maintain significant sites on Country. This will include the maintenance of a significant site at Wreck Bay Community with a cultural heritage officer and traditional owner.
- Cultural exchange with another Aboriginal Community as well exploring significant Aboriginal areas and sites within the Yuin Nation, the traditional lands of the Dhurga Language group.
- Traditional tool, art and artefact making, including:
 - the construction of a traditional Aboriginal fishing vessel
 - traditional baskets
 - traditional arts & crafts
 - resources for traditional games

This elective will lay a solid foundation for Dhurga Language Stage 6.



Indonesian

Indonesian language skills can open doors to a wide range of employment opportunities in areas of government, education, business, tourism, travel, translating and interpreting, the military, medicine, law, engineering and journalism.

Indonesia is Australia's closest Asian neighbour and the Stage 5 Course places great emphasis on using Bahasa Indonesia for effective communication. The skills of listening, speaking, reading and writing are developed through particular situations that allow the student to practice specific language structures and vocabulary. Cultural aspects are also heavily integrated throughout the course. Students will have the opportunity to participate in individual extension programs, cultural experiences at places such as the Indonesian Embassy, National Zoo & Aquarium, Teras Bali Restaurant & the IMAX theatre. The course also includes visits from native speakers, entry into the NSW Indonesian Competition and practical arts & crafts activities were appropriate.



The Stage 5 course is a sound basis for the Preliminary & HSC Continuers course in the senior school.

**Contact: Mrs Lane
Head Teacher LOTE**

LIFE SKILLS COURSES

Students from Support Classes and students in mainstream classes with support needs can also participate in electives by completing Life Skills Courses for their chosen subject.

Students who decide to do the Life Skills option can participate in elective courses in different ways;

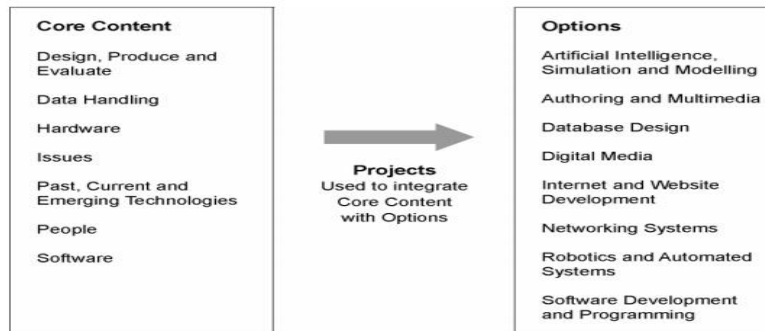
1. The student does the same work.
2. The student completes some of the class work and some of the assessment tasks.
3. The student completes a modified program of work.

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

Information and Software Technology (Computing Course)

What will I learn about and what will I do in Information Software and Technology?

Information and Software Technology is divided into two components – Core and Options



All theory is embedded into group project work or class practical tasks so no boring note taking! The course covers all the different areas of ICT (Information, Communication and Digital Media Technology)

Learn About:-

1. Hardware and Software
2. Networks
3. Artificial Intelligence and Simulations including 3D printing
4. Robotics
5. The Internet and World Wide Web
6. Computer Applications
7. Digital Media and Multimedia
8. Computer Programming

Some projects that you will do

- ✓ Pull apart a computer and put it together again
- ✓ Learn to use all Microsoft Office Programs and many others including Adobe Suite
- ✓ Build a robot and Program it
- ✓ Build a Website using Markup Language HTML
- ✓ Design a Website
- ✓ Create Computer Games and Apps.
- ✓ Use MineCraft to learn course material
- ✓ Create objects using 3D printing
- ✓ Produce videos and photographic images
- ✓ Learn to computer program using code
- ✓ Law and Ethics
- ✓ Attend Big Day In Technology Career Excursion at Canberra University and other IT events



**Just using a computer for the internet and social media is not enough!
Good Computing skills and knowledge are essential today and will
HELP you navigate your future path in our complex and changing digital world.**

This course is also a fantastic introduction to ICT for students wishing to study VET Information and Digital Technology in Stage 6 (Years 11 & 12)

Fashion & Textiles

Fashion and Textiles Technology is a practically based course designed for those students interested in the world of fashion and design and who like project work, which is fun, and as creative as you want it to be. Textile projects give students the opportunity to be creative, independent learners and to explore the functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work, which is presented as a portfolio.



A minimum of four projects will be completed over Years 9 and 10 and will be chosen from the Focus Areas of Apparel, Furnishings, Costume, Textile Arts and Non-Apparel. Students will develop practical skills in designing, producing and evaluating current textile items including fashion items such as skirts, dresses, bag and PJ's. Students will be responsible for providing fabrics, notions and most patterns.

Food Technology



Food technology is another of the exciting, practical, real-life skills offered by the TAS faculty. It is a course that looks at the domestic, commercial and industrial applications of food. Students will learn the art of large scale catering and nutrition as well as design, research, communication and management skills.

It is a fact that many of the jobs for young people in the Shoalhaven are based around the tourism, and more specifically, the hospitality and food industries. This course will give students the skills that they can use to get a foot in the door for either part-time or full-time work in the future. Food Technology is also a logical stepping stone for students who wish to study courses such as VET Hospitality in their senior years.

Examples of the modules that make up the course include “Food and Fashion”, “Food Service and Catering” and “Food and an Australian Identity”, all of which are studied with an emphasis on “hands on” work that aims to instil in students practical skills that will last forever.

If you think you could use some real-life skills that have value in the Shoalhaven economy now and in the future, or even if you just like food, sign up for Food Technology Now.



Industrial Technology - Electronics

The Industrial Technology Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

Practical projects will reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies.

These may include:

- simple robotic projects
- computer-based systems
- electronic controlled devices
- electronic circuits and kits components



Are you interested in electronics? Are you a student with a curious mind who likes to fix things and understand how they work? Do you prefer practical, hands on work at school to sitting behind a desk in a classroom the whole time? If you answered yes to any of these questions, then Industrial Technology – Electronics is the course you should choose.

Computers and the world of electronics are the way of the future. Don't miss the boat. Get involved now!

Industrial Technology - Metal

The Industrial Technology Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.



Practical work in this subject will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These can include:

- sheet metal products
- fabricated projects
- metal machining projects
- artistic metal projects
- jewellery and accessories

Metalwork at Vincentia High School is going to be very exciting next year, with practical experiences that will surprise you. Our recently purchased CNC Plasma Cutter has opened up a world of potential using technology to produce high quality metal projects. As well as providing students with practical skills and experiences that will last a lifetime, we will be looking at projects that are outside of what you might expect...

If you enjoy practical subjects, like a challenge or see your future in a trade, choose Industrial Technology - Metal

Industrial Technology - Wood



The Industrial Technology Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Do you like to make things out of timber? Do you want to build up work-related skills? Do you enjoy using tools and learning in a 'hands on' way? Do you like theory work at school that relates directly to a practical task?

If your answer to any of these questions is yes, choose Industrial Technology Timber.

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.
- lathe work

Vincentia High School has a long tradition of strength in the area of woodwork. You can become a part of it!



Integrated Science, Technology, Engineering & Mathematics (iSTEM)



The importance of Science, Technology, Engineering and Mathematics to Australia's future workforce is indisputable. A 2013 Australian Industry Group report stated that "It is time for a major re-think of the Australian education system to address the failure to give young people the science, technology, engineering and mathematics (STEM) skills which business so desperately needs." iSTEM is a NSW Board of Studies endorsed course that seeks to address this need.

Vincentia High School is excited to be the first school in the area to offer this opportunity. The iSTEM initiative will be delivered as a **Gifted and Talented Extension Activity** in Technology,

Engineering and Science. The school has recently acquired equipment and technologies to assist in delivery of this course including: CNC Plasma Cutting and Textile Equipment, 3D Printers, Lego Robotics and CREO CAD software.

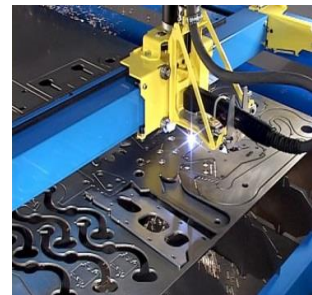
Course Structure:



This Board of Studies Endorsed Course covers a number of modules in the fields of technology and engineering. They include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and a Major Research Project. These specific areas are not reflected together in any other Board Syllabus document.

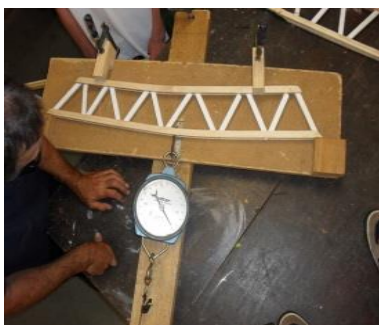
Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

100 Hours		100 Hours	
Module 1 Engineering Fundamentals 25 Hours	Module 2 Aerodynamics 25 Hours	Module 4 Motion 25 Hours	Module 5 Mechatronics 25 Hours
Module 3 3D CAD/CAM 50 Hours		Module 6 Research Project 50 Hours	



Inquiry-Based Learning:

To satisfy the requirements of the course, students must undertake a range of inquiry-based learning activities which occupy the majority of course time. Inquiry-based learning assists students to actively pursue and use technological knowledge rather than experience it as pre-packaged and complete – to be accepted and practised. Thus in the course structure there are many points at which students can raise questions and explore ideas.



All course content will be taught using practical experiences and projects as the vehicle for theoretical knowledge. The course will involve excursions and industry visits and the class will be encouraged to enter national competitions to further widen the students' range of experience.

This is an exciting opportunity for talented students! We would particularly encourage female students to apply, as university and career options for girls in this area are unlimited.

**Contact Mr Newton
TAS Head Teacher**