INTRODUCTION

This course guide is presented to you in two parts. The first part presents details of The Big Picture School at the Goodwood campus and the second part sets out the details of our subjects offered as part of the implementation of The National Curriculum and of The Tasmanian Curriculum.

The Big Picture curriculum approach enables individuals to personalise their own program. There is a clear focus on motivation and student interest at the Big Picture School. On the main campus there is a mix of compulsory and optional subjects.

Student choice is a great motivator. We believe that it is important that with increased maturity students are able to exercise greater control over their learning, but we also believe that it is very important that our students keep their options open and study a range of subjects across the learning areas.

Our students will enter a workforce that is changing dramatically, and a broad general education that includes specific studies in Science, Mathematics, History, and English is still considered the best preparation for this work future.

In 2013 we also expect to continue to provide a course for Grade 10 students in Advanced Mathematics and Science in conjunction with Claremont College. More information on this program will be available at the start of the new year.

This year we expect to use a web based format for the nominations of your preferred options. You will be able to access this Xxxxxxxx

Help is available if you are not sure about something. Talk to your Connect teacher, or Grade Coordinator. These are important decisions so take your time and choose wisely.

Mandy Reynolds-Smith
PRINCIPAL

KEY DATES FOR 2013 SELECTIONS

Monday 1 October  Course Handbook becomes available to students.
Thursday 4 October  Course Information Evening, 7.00 – 8.00 pm at the Main Campus
Wednesday 24 October  Preliminary selections completed.
THE BIG PICTURE SCHOOL

Students enrolling in The Big Picture School are automatically enrolled in a full program of basic subjects English, History, Science, Maths and Health and Wellbeing.

This innovative program is designed to give students much greater control over their learning. It is an active learning program with a major emphasis on ‘context’, ‘authenticity’ and learner responsibility.

‘Contextual learning’ is, as the name indicates, learning that takes place in a real context. The context may be a work place, a museum, a community organization - anywhere that is relevant to the learning that needs to take place. The focus here is a learning program where the problems and projects are not just completed for the sake of the learning, but are real, with real expectations, real timelines and real deadlines. The learning is ‘authentic’ because it is not contrived: the work results in a genuine product or outcome. This focus will make the work more relevant and meaningful. We believe this will increase student motivation and interest.

With this program each student will be allocated an Advisory Teacher who will be responsible for looking after a group of about eighteen students.

Each student in the program will have an Individual Learning Plan that is set around a sequence of learning outcomes drawn from the Tasmanian Curriculum. Each student will negotiate their program with their Advisory Teacher. Parents will be involved in this process.

A major feature of the program is time spent in a work place or enterprise (up to two days per week) with the balance of the week given over to course work and planning.

The main difference between the Big Picture program and our main campus way of working is that students’ focus is very much centred on a personal approach. With this personal approach students can accelerate their learning when they want to and/or slow down when they need to. “It’s one student at a time.” Students need to be highly motivated and committed to their own learning to maximise the success of this program.

Regular reviews and feedback to parents are a major feature of this program with students exhibiting their work/learning once a term to their Advisory Teacher, parent or guardian and an independent community member.
THE MBHS SENIOR CURRICULUM

The Grade 9/10 program will be based on the Australian Curriculum for English, History Mathematics and Science, and the Tasmanian Curriculum for Health and Wellbeing, The Arts, Vocational and Applied Learning, Languages and ICT.

The following subjects are compulsory and are studied for the whole year.

1. ENGLISH
The study of English is central to the learning and development of young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. Students will listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts.

2. HISTORY
Grade 9

All students in Grade 9 study History for 4 periods a week. This course provides a study of the making of the modern world. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. This period culminated in World War One.

Students will learn the following skills:

- Interpreting timelines
- Research and inquiry
- Locating historical evidence
- Examining historical evidence from different points of view

Students in Grade 9 will learn these skills through the study of the following inquiry topics:

1. What were the changing features of the movements of people from 1750 to 1918?
2. How did new ideas and technological developments contribute to change in this period?
3. What were the origin, development, significance and long-term impact of imperialism in this period?
4. What was the significance of World War One?

Descriptor Grade 10

All students in Grade 10 study History for 4 periods a week. This course provides a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global
context. Students will examine the transformation of the modern world during a time of political turmoil and global conflict.

Students will learn the following skills:

- Interpreting timelines
- Research and inquiry
- Locating historical evidence
- Examining historical evidence from different points of view

Students in Grade 10 will learn these skills through the study of the following inquiry topics:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War Two? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

3. SCIENCE

Grade 9

- In the Grade 9 curriculum students explore ways in which the human body as a system responds to its external environment and the interdependence within ecosystems. They are introduced to the idea of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Grade 10

- In the Grade 10 curriculum students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

4. MATHEMATICS

The mathematics curriculum is set around four main areas. Each course is outlined below.

Grade 9

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the function of relative frequencies and probabilities, calculating areas of shapes and surface areas of prisms and the constancy of the trigonometric ratios for right-angle triangles.

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane.

Problem Solving includes calculating surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

Reasoning includes following mathematical arguments, evaluating media reports and using.
Grade 10

**Understanding** includes describing patterns in uses of indices, applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments.

**Fluency** includes formulating proofs using congruent triangles and angle properties, factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

**Problem Solving** includes calculating the surface area and volume of a diverse range of prisms, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events and their probabilities.

**Reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets.

### 5. HEALTH AND WELLBEING

**9/10 Health and Wellbeing**

The course is an extension of the Grade 7 & 8 program. It is based around providing students with strategies and skills to develop the five components of health (Spiritual, Mental, Social, Physical and Emotional).

Students will also take part in excursions and experiences centred around the three units covered - Coping, Taking Control and Active for Life. Additional workshops and courses will also be offered with an outdoor education, activities and pursuits focus. Students will also get the opportunity to represent the school in the school’s football team.

### SUMMARY OF OPTIONAL SUBJECTS

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OPTIONAL SUBJECTS

SPORT & WELLBEING  (Semester 1 or 2 or Year Long)
Like getting active? In sport and Wellbeing, that is what’s expected of you! Set yourself up for an active and healthy life after school by learning the basic rules and skills to a range of sports. Have fun with your mates, or leave them behind and burn off some energy in this highly active subject. Umpiring and coaching skills as well as strategies when working with teams will also be on offer in this subject for students that want to extend themselves.

- Outdoor Soccer
- Futsal
- AFL
- T-ball
- Touch Football
- Basketball
- Netball
- Cricket
- Badminton
- Tennis
- Volleyball
- Lawn Bowls

OUTDOOR EDUCATION  (Year Long)
Outdoor Education is an opportunity to interact with the natural world. This course will focus on outdoor activities including bush walking, orienteering, first aid, mountain biking, kayaking and rock climbing. It will provide students with the opportunity to build life skills, physical skills and aim to develop a positive relationship with nature.

- Bushwalking
- Camp cooking
- Mountain Biking
- Orienteering/navigation
- First Aid
- Kayaking
- Rock Climbing
- Multisport
INDIVIDUAL PURSUIT (Semester 1 or 2 or Year Long)
Individual pursuit is a community focused subject, aimed at enabling students to represent MBH in various physical challenges state wide. Once the students targets have been set, training plans will be developed and undertaken using furthere knowledge around principles and guidelines of best practice.

- Term 1 – Bronze Medallion/swimming challenge
- Term 2 – City to Casino Fun Run, Hobart
- Term 3 – Students choice, research task
- Term 4 – Charity bike ride, Hobart

THE ARTS
VISUAL ARTS Grade 9 and 10
Students have a choice of selecting either a semester or full year course by choosing either one or two semester course options. The semester courses provide opportunities for students to explore areas which interest them.

GRADE 9 & 10 ART STUDIO (ART EXTENSION) (Year Long)
Now that you have developed a range of technical and expressive skills, do you want to start working independently on the ideas and themes that interest you, using your preferred media? If you are considering continuing with the Visual Arts in Grades 11 and 12 you are advised to take this course. In this full year course, you will be expected to develop a portfolio which shows working ideas, sketches, plans and completed tasks. You will experiment with a range of 2D and 3D media. Analysing, appreciating and responding to artworks is required at this level.

Art Studio (Art Extension) is only available for senior students, who are highly motivated and are serious about developing their skills and potentially achieving a Standard 5 assessment.

CLAY (Semester 1 or 2)
Do you enjoy using your hands to shape, mould and manipulate 3D materials to create objects? If you do, then this is the course for you, as it focuses on hand building and manipulative skills using different types of clay. You will be able create both functional and non-functional decorative objects using earthenware and polymer clay (i.e. Sculpey). A variety of different techniques such as hand building, casting, moulds and wheelwork may be used. Imaginative and practical items such as bowls, platters, containers, plates, pot plant containers, torsos, birds, figures, animals, heads, jewellery and outdoor sculptures will be made.

DRAWING AND PAINTING (Semester 1 or 2)
Do you want to be able to draw and paint better? Do you want to keep improving your drawing and painting (two-dimensional) skills using a variety of media? Do you want to be able to use tone competently and appropriately with a variety of media to express your ideas? Opportunities for experimentation and extension could include pencils, biro, charcoal, chalk, crayons, pastels, pen, paint, ink and digital software. Themes may include tattoos, board shorts, surfboards, eyes, skateboards.

EXPRESSIVE BOOKS (Semester 1 or 2)
Create an imaginative and visual (graphic) book like you have always wanted to do! Do you enjoy scrapbooking and would you like to know more on how to best decorate your pages? Here is your chance to not only design your pages, but to make your own handcrafted book using all sorts of decoration and embellishments. The book could be based on a theme. You will have the opportunity to use a variety of techniques, e.g. stencilling, paste papers, marbling, rubbings, paint, dye, embossing, tangles, pop-ups and collage. The pages in your book may become miniature works of art in themselves! You will be able to demonstrate your creative flair by expressing your interests and self-identity within the pages using a variety of artistic media. Creating an interesting and expressive handmade book will be the envy of many.

GRAFFITI AND T-SHIRT DESIGN (Semester 1 or 2)
Are you interested in Street Art? You will have the opportunity to explore various projects such as Graffiti Art and Print Making (for such things as posters, packaging, airbrushing, T-shirt and fabric printing). You will be encouraged to create your own piecebook (sketchbook) and explore different Graffiti styles, letter structure, characters and stencilling.

**MASK AND MIRRORS** *(Semester 1 or 2)*
Create a fantastic mask and mirror to use! Do you like exploring ideas, designing and producing items that you can use as adornment/decoration? Do you like designing and producing imaginative and decorative objects? You will have the opportunity to design and make an art mirror (such as a turtle, seahorse, fish, flower), and a carnival mask using a range of 3-D media (e.g. papier-mâché and clay). Making interesting and whimsical products can be both fun and challenging. Designing, using modelling techniques, patterning and decoration are the focus of this course.

**SCULPTURE AND CREATIVE MATERIALS (CROSS MEDIA)** *(Semester 1 or 2)*
Can I have that please? That … is amazing! Making incredible, unusual and imaginative pieces is fun. Do you like exploring ideas, designing and producing items that you can use to decorate a space, wear or use? Items could include a wall decoration (such as a lizard, seahorse, bird), imaginative boxes, bowls and jewellery packages. If you enjoy being creative and using your hands then, this course is for you. Do you like thinking outside the square and coming up with inventive solutions? In this imaginative design course, you will be encouraged to be resourceful. You will also have the opportunity to work with a range of cross-media (2D and 3D) such as clay, papier-mâché, mixed-media, fabric, cardboard, found objects and paper using modelling, collage, hand painting and some deconstruction techniques.

**PHOTOGRAPHY**
**DIGITAL & DARKROOM** *(Year Long)*
This course challenges students to look beyond the subject of a photograph, to explore aesthetic design and artistic statement. Students will learn advanced digital and traditional photographic techniques, providing good grounding in technical and exhibition skills for students aspiring to study college level photography.

**BEYOND SNAPSHOTS** *(Semester 1 or 2)*
This course investigates how to take better photographs. Students will develop digital and traditional photographic skills and explore the artistic elements of a photograph.

**PERFORMING ARTS**
**SENIOR DRAMA** *(Semester 2)*
This course extends the core skills acquired in grades 7 & 8 Drama. There will be varied opportunities to participate in both process drama and polished presentation for audiences, including the term 3 Arts Festival and the Glenorchy Works Festival.

**Musical Production 1** *(Semester 1)*
This course offers students the opportunity to participate in the 2012 Musical production. Students will focus on vocal, choreographic and stagecraft (including backstage) skills as part of a large ensemble. In order to be involved in the musical next year this course must be selected.

**Musical Production 2:** *(Semester 1)*
This course runs in conjunction with Musical Production 1. Students who have been allocated larger roles will be required to enrol in this course.
DANCE
(Semester 2)
Students will explore and experiment with dance and its potential for communication. They will develop their dance skills and vocabulary through a process of dance composition and performance in cooperative groups or individually. Throughout this course the students will keep a journal to show reflection of their own work and the work of others.

MUSIC

GRADE 9 ROCK STUDIES
(Year Long)
WOULD YOU LIKE TO PLAY ELECTRIC GUITAR, BASS, DRUMS, KEYBOARDS OR SING IN AN AWESOME ROCK BAND?
In Rock studies students learn how to develop their instrumental skills and are taught how to gain confidence as a performer. Students will learn to play different styles such as rock, blues, heavy metal, funk, jazz, pop etc. They will develop listening skills, knowledge of music history and an understanding of music theory that will enable them to write their own songs. Students will also become competent in using sound equipment and recording technology.

GRADE 10 ADVANCED ROCK STUDIES
(Year Long)
WOULD YOU LIKE TO PLAY ELECTRIC GUITAR, BASS, DRUMS, KEYBOARDS OR SING IN AN AWESOME ROCK BAND?
This course is designed to prepare students for college level music. In Advanced Rock studies students learn how to develop their instrumental skills and are taught how to gain confidence as a performer. Students will learn to play different styles such as rock, blues, heavy metal, funk, jazz, pop etc. They will develop listening skills, knowledge of music history and an understanding of music theory that will enable them to write their own songs. Students will also become competent in using sound equipment and recording technology.

BAND PROGRAM
(Year Long)
DO YOU PLAY THE TRUMPET, FLUTE, SAXOPHONE, EUPHONIUM, TROMBONE, CLARINET, BASS GUITAR, ELECTRIC GUITAR OR DRUMS AND WOULD LIKE TO REPRESENT THE SCHOOL?
In the band program students play a wide selection of enjoyable music. This class draws on students from all grades to form various groups such as Stage Band, Senior Concert Band, Junior Concert Band, Jazz Band and Guitar Ensemble. Students receive small group tutoring and regular band rehearsals as well as the opportunity to apply for scholarships to pay for private lessons. Each year ends with a weeklong Music tour of primary schools usually in the north of the state. Students will develop performance skills, instrumental skills, listening skills, the ability to sight-read and a deep understanding of music theory.

AUDIO DESIGN
(Year Long)
WOULD YOU LIKE TO OPERATE ALL THE EQUIPMENT IN THE PERFORMING ARTS CENTRE, LEARN HOW TO RECORD BANDS AND RUN ASSEMBLIES AND SCHOOL EVENTS?
This course teaches students how to set up and use microphones, mixing desks, lighting desks, amplifiers and recording equipment. Students will learn how to problem solve and work independently while providing sound reinforcement for a wide variety of purposes and events. They will also develop a basic understanding of the science of sound and sound reproduction.

INFORMATION & COMMUNICATION TECHNOLOGIES

INFORMATION TECHNOLOGY
(Year Long)
The Information Technology course will provide students with experience in many types of application programs, chosen from a range including publishing, website design, animation and drawing packages. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact
of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

**GAMING (Semester 1 or 2)**
This course is looks at game playing and game making. Students will learn what makes a good game. A heavy focus on Game programming, game reviewing and game art and design will feature as a part of this option. We will also look closely at online gaming environments such as Minecraft.

**DIGITAL COMMUNICATIONS (Semester 1 or 2)**
This course will teach students how to think in creative ways. Aspects of design will be looked at and some of it will be done through the virtual world of Teen Second Life. Aspects of film, music, graphics, animation and architecture will be covered.

**MOVIE MAKING PRO (Semester 1 or 2)**
Interested in a career in Film, Television or Radio? OR Just enjoy making movies for fun? Then MM PRO is for you! You will be able to create your own productions, from music videos to reality shows, to reporting the news or solving crime. In MM PRO you will continue to improve your filming, editing and producing skills as well as learn about the Media Industry and career pathways in this field.

**Robotics**
Students will extend the skills they acquired in grade 8 in working with the Lego NXT robotics kits as they tackle many challenges. Students will also have the opportunity to participate in the RoboCup challenge.

**LANGUAGES**

**Japanese Language and Culture (Year Long or Semester 1 or 2)**
This course continues to build on the knowledge and skills students have gained in Grades 7 and 8. Provision will be made for those students who may not have studied Japanese since Grade 7 and wish to begin afresh. The core language skills of listening, speaking, reading and writing will be taught through continuing reference to Japanese lifestyle and culture. Comparisons will be made between Japanese and Australian lifestyles. Students will develop an appreciation of cultural diversity and individual identity through their studies.

**VOCATIONAL and APPLIED LEARNING**

**Horticulture (Semester 1 or 2)**
Students will develop skills and knowledge about plant propagation from seeds and cuttings; site preparation and planting; soil testing, manures and composting; maintenance and harvesting. These activities will be based around our hothouse, vegetable garden, orchard and native plantings at the foreshore and creek. Students will learn through enquiry, demonstration and practical application.

**CHILD STUDIES (Semester 1 or 2)**
We will look at the changing needs of the child from conception to three years. This will allow students to:

- Investigate the development and needs of the child from conception to three;
- Research health and safety issues including nutrition, childhood illnesses and emergency care;
- Develop activities for children at different stages of development;
- Care for the virtual baby overnight, look at parenting models and evaluate equipment;
- Look at books for younger children and create their own books.

**School Magazine (Year Long or Semester 1 or 2)**
Photography – taking, editing, and creating collages. Designing yearbook pages. Learning to use Photoshop and InDesign. Writing funny captions or serious reports. Co-ordinating with other students and staff. A varied course where you can work with your interest.

**BAKEHOUSE**  
(Semester 1 or 2)  
Nothing equals the smell of freshly baked cakes, biscuits, breads and pastries. This course will include the production of delicious cakes, sizzling pizzas, mouth-watering pastries and snappy biscuits. There will be an emphasis on hygiene and safety as well as the development of skills and knowledge in the preparation and presentation of foods for a variety of situations. Students will also have the opportunity to have input into their practical work through the use of design briefs.

**TEXTILES**  
(Semester 1 or 2)  
This course will allow students to develop their hand and machine sewing skills as well as their creativity in the completion of a variety of projects. From craft based projects to simple garment making, the techniques learnt should allow students to progress to more complicated items. There will be an emphasis on including projects that reflect student interest through the use of design briefs.

**FOOD STUDIES**  
(Year Long)  
This course will allow students to develop their knowledge and skill level through a variety of practical and theoretical experiences. There will be an emphasis on nutrition, hygiene and safe work practices as well as the development of skills in preparation and presentation of foods. In some instances, the design process will be used to allow students to develop recipes which reflect their areas of interest.

**SAVOURY & SENSATIONAL**  
(Semester 1 or 2)  
This course is for the not so sweet tooth! Students will prepare savoury foods including snacks, light lunches, meals and entertaining ideas. There will be an emphasis on hygiene and safety as well as the development of skills in the preparation and presentation of foods. Students will have some input into their practical work through the use of design briefs.

**CREATIVE MATERIALS**  
(Year Long or Semester 1 or 2)  
Students will design and create products using a variety of materials including glass, fabrics, metal, stone, wood, and paint. With an emphasis on design, students will use various hand and power tools and explore finishing techniques.

**CREATIVE WOOD**  
(Year Long or Semester 1 or 2)  
Students will work with a variety of timber materials and techniques to create various pieces of furniture. Along with the theory of working with timber there will be a strong emphasis on individual design and finishing techniques.

**CREATIVE METAL**  
(Year Long or Semester 1 or 2)  
Students will develop knowledge and skills associated with metalworking processes. They will work with various metals and tools, and experience a range of fabrication, fastening and finishing techniques. There will be a strong emphasis on design and finish.

**COTTAGE CONSTRUCTION**  
(Year Long or Semester 1 or 2)  
The building industry is very vibrant, providing a sound career path for young people. Students would be given the opportunity to experience this through the construction of a small timber framed building. Techniques experienced will involve framing, pitching a roof, exterior wall cladding, installing gutters, Colourbond roofing, flashing, fixing windows, hanging doors, internal lining and painting.

**HUMAN POWERED VEHICLES**  
(Semester 1 or 2)  
In HPV students will develop their workshop skills and knowledge in a project based class. They will have an introduction into manufacturing systems and processes, and then will be looking at the design and construction of skateboards.
TECHNICAL DRAWING FOR DESIGN (Semester 1 or 2)
In the first 10 weeks students will be given grounding in the drawing basics: geometry, pictorial drawing, and 3rd angle projection. In the second 10 weeks students will be using Google SketchUp as the main drawing tool to further develop drawing techniques in a 3D format. The goal of this course is to show the importance of drawing, both design and technical, in the built environment.

STRUCTURES, MACHINES AND ELECTRONICS (Semester 1 or 2)
Students will learn and apply concepts related to forces and conservation of energy. They will design, make and test a structure (e.g. bridge) and a machine (e.g. trebuchet). Using knowledge of simple electronic circuits, they will explore mini projects. (e.g. skills tester).

GAS POWERED CARS (Semester 1 or 2)
Students will learn and apply concepts related to Newton’s Laws of motion and also car design. The course has three units C02 Dragster, Crash Test Dummy and Transformers, incorporating individual and group work, safety features, flight and flotation. Students will design, make and test gas powered cars, demonstrate their theoretical understanding and complete final presentations.

ENGINEERING CONNECTIONS (Semester 1 or 2)
Based on the popular TV show hosted by Richard Hammond of Top Gear, students will replicate experiments from the show that demonstrate engineering concepts. They will also formulate their own experiments to demonstrate an engineering concept found in the school environment.