

PDHPE: Personal Development, Health and Physical Education Term 1 2024



During 7-10 PDHPE students will take part in practical and theory based lessons during the fortnight. During practical lessons students are expected to bring their sports uniform and runners to change into. For theory lessons students are supplied with booklets. We ask that they come prepared with pens, glue and scissors each theory lesson. Both theory and practical lessons are indicated clearly on student's individual timetables. The outline below is a brief summary of the topic's students are studying this year. If you have any questions, please don't hesitate to call the PDHPE staff at the school on 6947 0600.

Year 7: Theory – Relationships

Students explore relationships, communication and personal problem solving through:

- appreciating family structures and support
- exploring influence of family and peers
- identifying factors within positive relationships
- recognising forms of abuse
- identify and describe positive and negative use of power and measures to adjust imbalances
- propose and develop strategies for personal safety
- recognise and respond to changes and challenges
- explore and develop interpersonal communication

Practical – Athletics

Students will demonstrate movement skills through a range of experiences including track and field activities. This unit will prepare students for the upcoming athletics carnival.

Year 8: Theory – Consumer Health

In this unit students will:

- Review their own dietary habits and compare those to the recommended habits for young people using the Australian Guide to healthy eating
- Analyse lifestyle diseases and investigate the link between lifestyle diseases, diet and physical activity
- Recognise the cultural and social influences on food choices
- Design a weekly eating plan for a family, involving costing, variety and suitability
- Prepare a meal for a group

Practical – Net Court Games

Students will participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing. Students will participate in competitive and non-competitive, individual and team physical activities and evaluate the degree to which they meet their needs and interests.

Year 9: Theory: Thrills and Spills

In this unit students will:

- Examine the consequences of alcohol use on the individual and the community
- Investigate marketing strategies and the influence of the media in relation to tobacco & alcohol use
- Examine effects of illicit drug use
- Make decisions related to their health and assess individual responsibility for health
- Propose strategies to reduce influences on decision making

Practical – Striking & Fielding Games

Students will demonstrate movement skills through a range of experiences including skill development, minor games and major games. Examples include Cricket, Softball, Baseball etc. Focus is on students being exposed to effective strategies as well as developing their own.

Year 10: Theory: Performance Enhancing

Students will learn to enhance their performance in physical activity through:

- Participation in modified activities to promote safe participation and challenging situations
- Laboratory based work to apply mechanical principles to enhance performance
- Analysis of strategies to enhance enjoyment of physical activity
- Selecting and performing a variety of roles as they organise, manage and participate in physical activity
- Design of a sporting game

Practical - Athletics

Students will demonstrate movement skills through a range of experiences including track and field activities. This unit will prepare students for the upcoming athletics carnival. Students will work through a series of athletic events with the aim of accumulating points for their pentathlon assessment task.

PDHPE Term 2 2024

During 7-10 PDHPE students take part in practical and theory-based lessons each fortnight. During practical lessons students are expected to bring their sports uniform and runners to change into. For theory lessons, students work from booklets provided by the school. They are required to bring writing materials.

Year 7: Theory: Risky Business

Students explore risk and personal safety by investigating:

- What is risk and what is a reasonable degree of risk?
- What factors influence risk taking behaviours?
- Assessment of risk and responding to risk situations
- Road safety
- Drug use, particularly tobacco, marijuana and prescription drugs

Practical: Invasion Games

Students will demonstrate movement skills through a range of experiences including skill development, minor games and major games. Students will work individually, in pairs and in groups to experiment with offensive and defensive skills in a range of invasion games through modified and traditional participation.

Year 8: Theory: Risks & Relationships

Students will:

- Analyse the influences and risks associated with young people's health, focusing on sexual health and drug issues.
- Develop and practise personal skills, eg conflict resolution, assertive behaviour, problem-solving, refusal skills to respond to risk situations in various contexts sexual health, drug use and mental health.
- Examine factors influencing risk-taking behaviour and reflect on the potential harms from these actions.
- Recognise and practice seeking help and support in relation to drug use, bullying and sexual health issues relevant to them.

Practical: Moving in Time

Students develop skills through participation in a range of gymnastics and dance activities. Students use the elements of composition to create and perform compositions/sequences and identify the relevant components of fitness.

Year 9: Theory: Safe or Sorry

Students will:

- Learn about rights and responsibilities in relationships and sexual relationships
- Develop ground rules and boundaries when forming new relationships
- Identify and evaluate safe sexual health practices, including methods of contraception
- Investigate STI's and how to protect themselves from STI's
- Practice trust, talk, take control as a strategy for dealing with abusive situations

Practical: Principles of Strategy and Tactics

Students will demonstrate movement skills through a range of experiences including skill development, minor games and major games. Students will work individually, in pairs and in groups to experiment with offensive and defensive skills in a range of team games through modified and traditional participation.

Year 10: Theory: Road Safety

In this unit students will:

- Investigate "what makes a good driver"
- Propose strategies to promote safe road use attitudes and behaviours
- Use simulation software & goggles to make health decisions and solve problems relevant to young people
- Investigate the consequences of unsafe road behaviour through examining statistics and articles relevant to young people.

This year, students will be completing the Road Safety unit utilising an independent learning model. This will allow students to complete both mandatory and self-chosen tasks using approaches most suitable to their learning styles.

Practical: Expressive Movement

Students develop skills through participation in a range of gymnastics and dance activities. Students use the elements of composition to create and perform compositions/sequences and identify the relevant components of fitness.

PDHPE Term 3 2024

Year 7: Theory: Times are a changing

Students explore the dynamic nature of adolescence through:

- holistic nature of changes in adolescence (physical, social and emotional)
- identifying the influences on change
- identifying the challenges of change during adolescence
- develop conflict resolution skills
- developing resiliency skills and being able to identify situations where these are necessary
- explore and develop support networks

Year 8: Theory: Mental Health

Students will:

- Propose strategies to address misunderstandings about mental health problems and promote positive attitudes
- Examine their behaviours and language and recognise the potential impact of these on their own and others' mental health.
- Propose strategies to address misunderstandings about mental health problems and promote positive attitudes.
- Identify strategies for coping with loss and ways of giving support to others.
- Recognise forms of bullying and harassment, including sex-based harassment, and devise help-seeking strategies.
- Describe ways that they could help others who are being harassed, eg assist them to seek help, offer friendship.
- Propose and develop strategies to effectively manage personal safety

Year 9: Theory: Getting to Know Others

In this unit students will:

- Develop knowledge about the diversity of Australian society, an awareness and empathy for different groups.
- Become familiar with Anti-Discrimination Act and issues surrounding discrimination.
- Learn about valuing difference and diversity
- Recognise and challenge inequalities

Year 10: Theory: Mental Health

In this unit students will:

- Analyse how a positive sense of self can influence behaviour in social contexts relevant young people.
- Explore the relationship between school, leisure, work and employment, and a sense of self.
- Reflect on a past situation which has required change; identify difficulties encountered and personal characteristics and skills which assisted in dealing with this change.
- Examine case studies of people who have overcome adversity, including Aboriginal and other Indigenous people, and identify their characteristics and qualities.

Year 9 and 10 Child Studies 2024

- Child Studies explores the broad range of social, environmental, genetic, and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.
- This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive, and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Students develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth.
- Students develop knowledge and understanding of the importance of behaving ethically in a range of contexts relating to reproduction and conception, child wellbeing and childcare. Students explore the responsibilities associated with parenthood, before and after birth. They have the opportunity to examine how a range of individuals and groups collaborate to ensure that the needs of the newborn and children in their early years are met.

Year 7 Science Topics 2024

Unit: Ice water steam stuff

Students will learn about:

- The particle theory of matter.
- Effect of energy on different states of matter.
- The water cycle.

Unit: Micro macro zoo

Students will learn about:

- The structures and functions of a cell.
- Identify the difference between plant and animal cells.
- Classify organisms into different groups and the importance of classification.
- Respiration and how it provides energy for the activities of cells.

Unit: Who switched all that on?

Students will learn about:

- Electricity and energy transfer in a simple circuit.
- Construct and draw circuits containing a number of components.
- Behaviour of charged objects and magnets when they are brought together.
- Electrostatic force and investigate everyday situations where the effects of this forces can be observed.

Unit: Ecosystems

Students will learn about:

- The structure of flowering plants.
- How organisms interact with each other in an ecosystem.
- How change in population of one organism affects the whole ecosystem.
- Human impacts on the environment and ecosystems.

Unit: All mixed up

Students will learn about:

- The properties of matter.
- Differentiate between compounds and mixtures.
- The different processes involved separating mixtures.
- Application of a physical separation technique used in everyday situations or industrial processes.
- Properties and uses of some common elements, including metals and non-metals.

Year 8 Science Topics 2024

Unit: You're pushing it

Students will learn about:

- Everyday situations where forces cause changes
- The impacts of balanced and unbalanced forces
- Technological developments that have reduced the impact of forces on us, eg. car safety equipment
- Everyday examples of friction and factors that affect friction

Unit: Earth's place

Students will learn about:

- Models and theories about the Earth and Solar system
- Movement of the Earth and its impact on daily events
- Components of the solar system

Unit: Natural energy

Students will learn about:

- Forms of energy and energy transformations
- The use of energy in everyday situations
- Conservation of energy within everyday situations

Unit: Human systems

Students will learn about:

- Cells as the basis of life
- Human body systems components and functions
- How body systems work together

Unit: Rock on water

Students will learn about:

- The structure of the Earth
- Rock types and formation
- The rock and water cycle

Unit: Using our resources

Students will learn about:

- Physical and chemical changes
- Acquiring and use of minerals found in rocks
- Renewable and non-renewable resources

Year 9 Science Topics 2024

Unit: On the move

Students will learn about:

- Measurements of time, distance, speed and acceleration
- The effects of different forces
- Newton's Laws of Motion
- Gravity as a force

Unit: Dynamic earth

Students will learn about:

- The structure of the Earth
- The theory of continental drift and the evidence behind the theory
- How interactions between plates lead to such phenomena as earthquakes, volcanoes and tsunamis and mountains
- The impact of natural events on mankind and our response to them

Unit: Think globally, act locally

Students will learn about:

- Cycles in nature
- Components of ecosystems
- Human impacts on the environment
- Balancing the needs of humans with long term sustainability

Unit: The atom

Students will learn about:

- Atomic structure and how our understanding of it has changed
- The periodic table, its use and development
- How nuclear radiation occurs
- Uses and dangers of nuclear radiation

Unit: Surfing the waves

Students will learn about:

- Types of waves and their features
- The transmission of sound
- How light waves are reflected, refracted and absorbed
- Uses of electromagnetic radiation in everyday life

Unit: Staying alive

Students will learn about:

- How different body systems work together
- How our bodies fight disease and infection
- How the organs in our reproductive systems work
- Impacts of technology on fighting diseases, and human reproduction.

Year 10 Science Topics 2024

Unit: Chemical detectives

Students will learn about:

- The many chemical reactions seen in everyday life
- Completing a series of chemical reactions within the laboratory

Unit: Changing genes

Students will learn about:

- The structure and function of DNA
- Basic genetics
- Theory of Evolution by Natural Selection

Unit: Science at work

Students will learn about:

- The principles of scientific experiment procedures
- Experimental analysis
- Scientific report writing skills

Unit: Mysterious universe

Students will learn about:

- Changing ideas about the Earth's structure and formation
- The Big Bang Theory of the formation of the universe
- Components of the universe
- Space travel and technologies

Unit: Bright sparks

Students will learn about:

- Safe use of electricity
- Electrical components and circuits
- Generation and use of electricity for households and industry

Year 9 English 2024

- Year 9 do explore differing perspectives which touches on Aboriginal history and the migrant experience which could surface different perspectives of our First Nations People and those of migrant experience.

Year 10 English 2024

- In preparation for Texts and the Human Experiences in senior school, Year 10 will undertake a unit of work focused on adolescent experiences. This study touches on mature themes relevant to teenagers, including relationships and risk-taking behaviours.

HSIE: Human Society and its Environment 2024

Year 7: History: Investing the Ancient Past, Ancient China and Ancient Rome

- Year 7 students learn about the 'out of Africa' theory, that about 60 000 years ago modern humans (*Homo sapiens*) began to leave that continent and gradually spread throughout the world. They also learn about Ancient China which includes stories about the first emperor and ancient warfare. Our study of Ancient Rome comprises of sub-topics including slavery, warfare and conquests of other peoples. Relevant film clips and imagery may be shown to students.

Year 8: History: Vikings and Japan under the Shoguns

- Year 8 students learn about the Vikings and how they raided and conquered other countries including England, France and parts of Russia, how they travelled to Iceland and Greenland as well as North America. This unit includes the study of Viking religion and a warrior culture and how they challenged Christianity for hundreds of years. The Samurai are also studied who lived by the code of Bushido (death before dishonour). Relevant film clips and imagery may be shown to students.

Year 9: Movement of Peoples and Australians at War (WWI and WWII)

- Year 9 students will learn about the transatlantic slave trade, Industrial Revolution, convicts and movement of free peoples. Students will also learn about Australians at war in WWI & WWII and the wider war. Relevant film clips and imagery may be shown to students.

Year 10: The Holocaust and Rights and Freedoms

Year 10 students study the Holocaust as part of Depth Study 6 of the Stage 5 History Syllabus. They will learn about:

- Judaism
- Antisemitism
- The rise of Nazism
- Nazi ideology
- Jewish persecution
- Complete a film study on 'The Book Thief' (rated PG)
- The war in the East
- The role of the Einsatzgruppen
- Concentration camps and slave labour
- The ghettos
- The role of Heinrich Himmler and the SS
- Resistance to the Nazis
- Killing centres such as Auschwitz
- Death marches
- The Nuremburg War Crimes Trials

During their study of this topic, students will watch films, documentaries and respond to source material which may be confronting. Students will be warned of the content before viewing and are able to leave the room and complete alternative activities if they become distressed.

HSIE: 2024 continued

Year 10 students study the Rights and Freedoms (1945- present) unit of work as part of Depth Study 4 of the Stage 5 History Syllabus. They will learn about:

- The Universal Declaration of Human Rights (UDHR)
- Outline the purpose of the United Nations and describe the origins of the Universal declaration of Human Rights
- The 1938 Day of Mourning and the Stolen Generations
- Aboriginal activism
- The Aboriginal Protection Board
- The assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples
- The aims and methods of the US civil rights movement
- The Freedom Rides in the US inspired civil rights campaigners in Australia
- 1962 right to vote federally
- 1967 Referendum
- Reconciliation
- Mabo decision
- Bringing Them Home Report

Relevant film clips and imagery may be shown to students.

Year 11-12 Ancient History:

- Students will learn about the nature of Ancient History, the Emergence of Early Societies, Thera and finally a focus on Greek & Roman women. Some topics will involve mature adult themes including warfare, slavery & the personal lives of key figures in Ancient History. Relevant film clips and imagery may be shown to the students to enrich student understanding of all relevant topics.

Year 11-12 Modern History:

- Students will learn about the nature of Modern History including the A bomb, US Civil War, Early Modern Japan, The French Revolution & WWI. Students also learn about Nazi Germany, Russia 1917-41, The European Conflict and how apartheid ended in South Africa. Relevant film clips, imagery and documentaries will be shown to enrich student understanding of all relevant topics.

Stage 6: History Extension: Constructing History – Key Questions

Students engage in the complex and intellectually demanding study of History Extension by applying significant historiographical ideas and methodologies, which have evolved over time. To investigate 'Constructing History', students use the case study and relevant historiographical sources to:

- identify different historical and historiographical perspectives evident in sources
- analyse interpretations of a particular historical or historiographical issue
- explain why different historians have different perspectives
- compare and contrast different interpretations of a particular historical or historiographical issue
- use a variety of sources to develop a view about an historical or historiographical issue
- use a variety of sources to challenge views on an historical or historiographical issue
- communicate through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate an historical or historiographical issue

TAS: Technological and Applied Studies 2024

Students will learn about topics which may be considered controversial.

Year 7 Technology Mandatory – Agriculture and Food

During Year 7 Technology Mandatory, students will explore Agriculture and Food for one semester, as a part of their time during Technology Mandatory at Tumut High School. In this unit students will learn about the holistic agricultural industry – from beef cattle to chickens for meat and eggs, grains to horticulture. Students will have the opportunity to learn theoretical skills based around a variety of these enterprises, as well as practical farm work with these enterprises, and cooking in the kitchen with these ingredients. Each fortnight aims to address one enterprise for theoretical work, cooking and farmwork.

Year 9 Agricultural Technology

In Year 9 Agricultural Technology, students will explore Agricultural issues as a part of their subject requirements at Tumut High School.

Term 1 – Poultry

Poultry/Layer production provides students with opportunities to develop an understanding of animal production in the context of a poultry/layer enterprise. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of poultry enterprises. Students are provided with opportunities to gain firsthand practical experiences in raising and managing poultry in the context of an enterprise. They complete a Comparative growth rate between protein levels for 6 weeks as an assessment.

Term 2 – Horticulture Enterprise

Two types of plant production systems are covered in this unit. Vegetable production and grain production with students given opportunities to explore in detail the interactions between plant, soil and climate as well as the impacts of pest and weeds on the system and how to reduce the impact using best management practice. A comparison between old and new production methods is studied with emphasis on cultural, social, ethical and sustainable perspectives. Students determine the profitability of their chosen product, research the markets available and assess their product in term of meeting market specifications.

Term 3 – Sheep

The school has sheep which are accessed readily throughout this unit of study. The timing of this unit in term 3 coincides with the many management processes that are required of the Sheep to maintain their health and production such as:

- crutching lambing yard work
- marking/castrating drenching weighing of sheep regularly
- vaccination tagging throwing sheep
- paring ageing mustering

This unit introduces students to the management and production cycle of the sheep enterprise.

Term 4 – Sweet Corn and Machinery

Agronomic practices skills of cultivating/ seed bed preparation/ sowing/ fertilizer use/ irrigating/ pest & disease prevention are developed throughout the term by students. At the commencement of the term students are involved in the training of tractor safety and driving instruction. Hence the students can use tractor skills in the preparation of the ground for the sweet corn. Students' obtaining the market price for the sweet corn is a useful exercise to the conclusion of the production cycle. Plant & soil skills including spraying for weeds/ use of appropriate fertilizers/ soil preparation/irrigation.

Students will also investigate:

- How to/and learn to drive the tractor
- Utilise chemicals and fertilisers in the growth of their corn
- PPE and its correct usage when operating machinery

TAS 2024 continued

Year 10 Agricultural Technology

In Year 10 Agricultural Technology, students will explore Agricultural issues as a part of their subject requirements at Tumut High School.

Term 1 – Beef

Cattle production provides students with opportunities to develop an understanding of animal production in the context of a beef enterprise. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of cattle enterprises. Students are provided with opportunities to gain firsthand practical experiences in raising and managing cattle in the context of an enterprise.

Term 2 – Pastures

Pasture enterprises provides students with opportunities to gain a more in-depth understanding of plant production in the context of plant-based enterprises. Students investigate environmental sustainability, financial viability, available technologies and ethical considerations of plant enterprises. Students are provided with opportunities to gain firsthand practical experiences in growing, tending, harvesting and processing of plants in the context of agricultural enterprises.

Term 3 – Orchards

An important industry within this district and surrounding region; is the stone and pome fruit industries. Students utilize the school's small orchard to develop skills in orchard management whilst maintaining the small number of stone fruit trees. Students can utilize the commercial orchards as part of this unit to witness management practices on a large scale while visiting a local orchard to identify the marketing needs of the consumer and trends for fruit on a seasonal basis. Chemical use and safety are dealt with in this unit along with label reading exercises; record keeping, and chemical storage facilities required on farms.

Term 4 – Alternative Enterprises – students decide this unit on their own.

TAS 2024 continued

Year 11 Agricultural Technology

In Year 11 Agricultural Technology, students will explore Agricultural issues as a part of their subject requirements at Tumut High School.

Unit 1 – Overview

Students have the opportunity to explore Agriculture in a broad entry level beginning topic. Students will learn about Agricultural systems and their interactions in Australian Agriculture. Students will also learn about the climate and environment and how it effects Agriculture.

Students will also explore:

- Aboriginal farming techniques compared to European farming techniques
- The effects of drought on farming families

Unit 2 – Farm Case Study

Students will learn about the farm as a whole enterprise and break down each aspect of a local dairy Farming industry. Students will also explore influences on farming systems, as well as the decisions required to make profitable and ethical decisions on farm.

Students will also explore:

- Market requirements and how to achieve these (eg impregnating cattle to produce calf's, Artificial Insemination)
- Correct usage of chemicals and their usages in the industry (eg eliminating parasites and pests)
- Vealer and cull cow markets and the produce from these markets

Unit 3 – Plant Production

Students will explore the requirements to work in a plant enterprise. Students will also investigate the biological and physical resources required for these enterprises.

Students will also explore:

- Plant reproduction methods/organs
- Landcare issues – salinity, erosion, bushfires, floods

Unit 4 – Animal Production

Students will explore the biological and physical needs of an animal enterprise of their choosing. Students will also make market and animal husbandry decisions for a livestock enterprise.

Students will also explore:

- Dissection of a deceased sheep
- Dissection of a deceased chicken
- Drench livestock (apply drench and vaccinate livestock) as well as observe crutching and shearing

TAS 2024 continued

Year 9 Food Technology

The aim of the Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food. Topics.

Unit 1 – Food in Australia

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Unit 2 – Food Equity

Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

Unit 3 - Food Product Development

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

Unit 4 – Food Selection and Health

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

Year 10 Food Technology

Unit 1 – Food Service and Catering

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

Unit 2 – Food for Specific Needs

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

Unit 3 – Food for Special Occasions

Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

Unit 4 – Food Trends

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

CAPA: Creative and Performing Arts 2024

Stage 5 and 6 Visual Arts:

- While no specific unit in Visual Arts is particularly controversial, creative arts, like all artforms can be reflective of the full spectrum of human experiences. Students explore and draw on these experiences through exploring art movements, art making and art histories. Texts studied in historical and contemporary context may contain mature themes, language, depictions of the human form, and variety of views and beliefs communicated by artists and their work.
- Many of the works undertaken by students in Visual Arts are student-led, where students choose their own themes and topics for exploration, research and inclusion in bodies of work.
- In accordance with the department's *Audiovisual Material in Schools – Procedures for Use* policy, parents are informed that material classified 'M' may be shown during the Stage 6 Visual Arts course.

Senior Drama:

- While no specific unit in Drama is particularly controversial, theatre, like all artforms can be reflective of the full spectrum of human experiences. Students use a range of texts to explore and draw on these experiences in the topics of study. Reflecting issues and concerns that exist in historical and contemporary contexts of Drama, texts studied often contain mature themes and language.
- Many of the works undertaken by students in Drama are student-led, where students choose their own themes and topics for exploration, research and inclusion in dramatic works.
- In accordance with the department's *Audiovisual Material in Schools – Procedures For Use* policy, parents are informed that material classified 'M' may be shown during the stage 6 Drama course.