



KILLARNEY  
HEIGHTS  
HIGH SCHOOL

## Junior Elective Subject Choices

Year 9 & Year 10  
2024 - 2025

Subject Information Handbook



# PRINCIPAL'S MESSAGE

Dear Students and Parents,

This booklet outlines the learning program from years 9 and 10, which will prepare our students for the Record of School Achievement (ROSA).

In doing so, it gives a brief outline of:

- a) The course aims which give a reason why you are studying a particular subject/course
- b) What you will study including a brief outline of course content.
- c) How your progress in the subject will be measured.
- d) Anticipated course fees, some subjects have higher fees to cover the cost of materials such as ingredients for cooking

Courses in this handbook are listed according to whether they are Mandatory or Elective.

Having received their Half Yearly report, students should discuss with parents and teachers what they are good at and what they enjoy learning. Students and parents will receive this handbook and given time to read it and then make online choices for courses.

The process of online choices has two stages:

1. The initial online selection is to gain a picture of students interests, students will choose 1<sup>st</sup> and 2<sup>nd</sup> preferences online. The choice of subjects is then put into a timetable series of lines, with the intention to offer as many courses to suit student interests, and the available staff to teach those courses. Some subjects may not be popular and therefore will not make it to the second stage.
2. Students will then be asked to go online again and select their final choices.

Students should also remember that to be successful in the Record of School Achievement they need to:

- a) Work conscientiously in the classroom and complete all classwork and tasks.
- b) Review each day's lessons and make brief notes on the day's work.
- c) Use this information as a guide to the time which they should spend on the daily revision, set homework and revision of earlier work.

I suggest students in Years 9 and 10 should spend about 10 -12 hours per week on revision and homework or assignments in order to achieve their potential in their various subjects/courses.

I wish you every success in your Stage 5 courses.

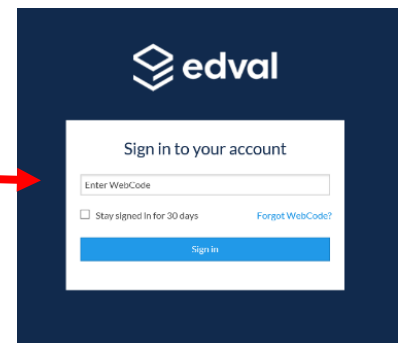
Hayley Emmerton  
PRINCIPAL

# Subject Selection Instructions

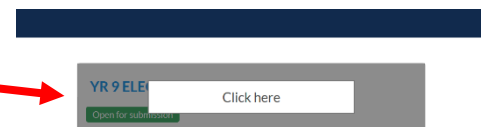
## Year 8 – for Year 9 and 10 in 2024-2025

**Step 1.** Check your DET email for your Edval subject selection webcode and follow the link.

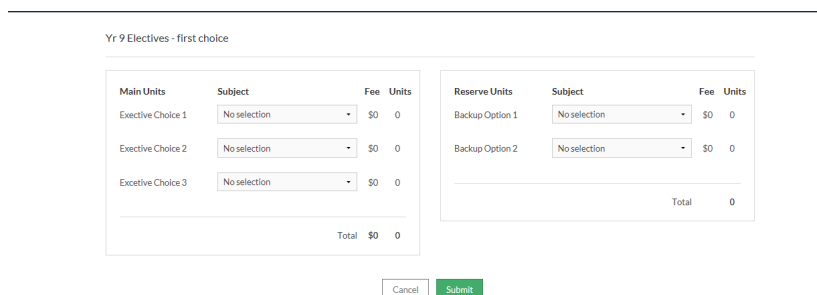
**Step 2.** Enter your webcode.

The image shows the Edval login interface. At the top is the Edval logo. Below it is a white box with the heading "Sign in to your account". Inside this box is a text input field labeled "Enter WebCode". Below the input field are two links: "Stay signed in for 30 days" and "Forgot WebCode?". At the bottom of the box is a blue "Sign in" button.

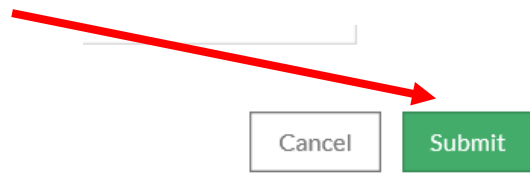
**Step 3.** Year 9 Elective First Choice 2024 will show as open. Hover over the text and select the Click Here button that appears

The image shows a button for "YR 9 ELE". When hovered, a grey tooltip appears with the text "Click here" and a green "Open for submission" link.

**Step 4.** Select your choices by clicking on the dropdown button for each entry and selecting a subject. In the first column, select any subjects you are sure you would like to do. In the second column, add any subjects you may consider. You MUST choose at least one backup option.

The image shows the "Yr 9 Electives - first choice" form. It is divided into two main sections: "Main Units" and "Reserve Units".  
**Main Units:** Contains three rows for "Executive Choice 1", "Executive Choice 2", and "Executive Choice 3". Each row has a "Subject" dropdown menu (currently showing "No selection"), a "Fee" of "\$0", and "Units" of "0". At the bottom right of this section is a "Total" row showing "\$0" and "0".  
**Reserve Units:** Contains two rows for "Backup Option 1" and "Backup Option 2". Each row has a "Subject" dropdown menu (currently showing "No selection"), a "Fee" of "\$0", and "Units" of "0". At the bottom right of this section is a "Total" row showing "0".  
At the bottom of the form are two buttons: "Cancel" and "Submit".

**Step 5.** Once all your subject choices are selected confirm your preferences and then click “Submit”.



**Step 6.** A receipt of your preferences will be generated. You can print or email this to yourself for your records.

Click OK to exit.

This information will be used to determine which electives will be offered on which line in 2024.

Week 6 of Term 3, the process will be repeated using the actual lines.



# KILLARNEY HEIGHTS HIGH SCHOOL

## YEAR 9, 2024 SUBJECT SELECTION FORM

### STUDENT PLANNING SHEET

*(It is advisable to use this sheet as a guide to determine subject choices prior to electronically finalising subjects on-line)*

Please list, **in order of preference**, a total of 5 elective subjects.

You are required to complete a total of **THREE** elective subjects (and five mandatory subjects) in Year 9 and 10 in order to satisfy for the NSW Education Standards Authority (NESA), Record of School Achievement (RoSA).

Elective Preference	Subject / Course
1	
2	
3	
4	
5	

# Rules For The Award Of A Record Of School Achievement (RoSA)

The Record of School Achievement will be attained at the end of Year 10 only by those students who have fulfilled all requirements, in terms of courses, course patterns, attendance, application, participation and school assessment.

This document is retained by the NSW Education Standards Authority (NESA) until the completion of the student's high school education.

Students at Killarney Heights High School study five core subjects – English, Mathematics, Science, Australian History, Australian Geography and PDHPE together with three elective courses. Subjects must be satisfactorily completed in order to be awarded a Record of School Achievement. Students must also have participated in mandated hours of sport.

**Satisfactory application is essential for the award of a Record of School Achievement. A judgement will be made by the Principal as to whether students have applied themselves with diligence and sustained effort at school for the award of a Record of School Achievement. In making this judgement, the Principal will take into account the degree of effort shown by the students and their attitude to their studies.**

Where the School considers that a student's application is such that it could lead to the non-award of a Record of School Achievement, the student will be warned and the parent or guardian will be advised through various letters including "Non-Completion of a Record of School Achievement Course – Official Warning".

## **The Award of Grades for the Record of School Achievement (ROSA)**

The school will allocate grades to our students on the basis of internal testing and/or assessment in the school.

All subjects studied for the Record of School Achievement will be awarded grades (A to E or N) and these will be based on how well the students have achieved in the course according to sets of General Performance Descriptors prepared by the various Syllabus Committees. The grades for these subjects are based on achievement as follows (according to the Descriptors for each subject).

<b>GRADE A</b>	Extensive knowledge and understanding of course content
<b>GRADE B</b>	Thorough knowledge and understanding of course content
<b>GRADE C</b>	Sound knowledge and understanding of course content
<b>GRADE D</b>	Basic knowledge and understanding of course content
<b>GRADE E</b>	Elementary knowledge and understanding of course content
<b>GRADE N</b>	Any student who does not satisfactorily complete the course of study

**For the satisfactory completion of a course, it is the responsibility of the student to:**

- a) Follow the course developed or endorsed by NESA, and
- b) Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) Achieve some or all of the course outcomes.

**Satisfactory completion of courses is judged, among other things, by student attendance and the level of involvement in class, assignments, homework, and classwork completed and the level of achievement.**

#### **The “N” Grade**

This means that a student has not performed satisfactorily in the course.

#### **Implications of “N” Awards**

- If a student receives an “N” Award in one or more mandatory subjects - English, Mathematics, Science, Australian History, Australian Geography, or PDHPE, the NSW Record of School Achievement is not awarded in that year. If this occurs the student will not progress through with the cohort to Year 11 courses (Stage 6).
- If a student receives an “N” award in an elective subject, then the subject does not appear on the NSW Record of School Achievement.



# Selection of Subjects for Year 9 2024

As well as the core subjects, each student at Killarney Heights High School in Year 9 must select **three elective subjects**. Every effort is made to give students their first-choice elective but this depends on the number of students who select each course. A subject will not be offered if there are not sufficient students electing it. It is also possible some courses may not run if there are not sufficiently qualified teachers to deliver courses.

When making elective choices students should consider:

1. What they may like.
2. What they are good at.
3. What they may need for their future career.

## Part 1 – Core

All students study English, Mathematics, Science, History (Mandatory) and Geography (Mandatory), and follow prescribed programs in Personal Development/Health/Physical Education and Sport.

## Part 2 – Electives

In addition, **THREE** subjects are chosen from the following subject list. **These electives will be studied for two years.** We ask that parents give time to discuss choices carefully with their child.

- |                                  |  |
|----------------------------------|--|
| • Child Studies                  | • Industrial Technology Timber         |
| • Commerce                       | • Industrial Technology Engineering    |
| • Computer Technology            | • Industrial Technology Multimedia     |
| • Design & Technology            | • Japanese                             |
| • Drama                          | • Music                                |
| • EAL/D                          | • Physical Activity and Sports Studies |
| • Food Technology                | • Textiles Technology                  |
| • French                         | • Visual Arts                          |
| • French for Background Speakers |  |
| • Geography Elective             |  |
| • Graphics Technology            |  |
| • History Elective               |  |

A brief outline of each of the elective courses is included in this booklet. Formation of elective classes depends on the number of students nominating for the courses.

## Year 9 Mandatory Elective Fees

Elective – Child Studies	20
Elective – Commerce	nil
Elective – Computing Technology	30
Elective – Design and Technology	60
Elective – Drama	30
Elective – EAL/D	nil
Elective – Food Technology	110
Elective – French / French for Background Speakers	20
Elective – Geography	nil
Elective – Graphics Technology	40
Elective – History	nil
Elective – Industrial Technology: Engineering	60
Elective – Industrial Technology: Multimedia	30
Elective – Industrial Technology: Timber	80
Elective – Japanese	20
Elective – Music	30
Elective – Physical Activities & Sports Studies	20
Elective – Textiles Technology	60
Elective – Visual Arts	70

Sample only  
Please note fees are subject to change

# Content of Subjects

Mandatory Courses .....	12
English .....	12
Mathematics .....	14
Science.....	15
Geography.....	16
History .....	17
Personal Development, Health and Physical Education .....	18
Elective Courses .....	19
Child Studies.....	19
Commerce .....	20
Computing Technology .....	21
Design and Technology .....	22
Drama.....	23
English as an Additional Language/ Dialect (EAL/D) .....	24
Food Technology .....	25
French and French for Background Speakers .....	26
Geography Elective .....	27
Graphics Technology .....	28
History Elective.....	29
Industrial Technology - Engineering.....	30
Industrial Technology - Multimedia .....	31
Industrial Technology – Timber.....	32
Japanese .....	33
Music .....	34
Physical Activity and Sports Studies.....	35
Textiles Technology.....	36
Visual Arts.....	37

# Mandatory Courses

## English

### Course Description - Mandatory course

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

### Course Features

The study of English in Years 7–10 includes:

- developing clear and precise skills in reading, writing, speaking, listening, viewing and representing
- the study of Australian literature
- experience of Shakespearean drama (in Stage 5)
- the study of everyday and workplace texts
- the study of Aboriginal experiences and multicultural experiences
- Sustainability

### What will students learn about?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students in Stage 4 (Years 7 and 8) learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, radio, television, newspapers and the internet. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

### What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their

English continued...

## Course Requirements

Over Stage 5, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5.

The study of English in Years 7–10 involves the following text requirements:

Stage 4	Stage 5
<b>Fiction</b> – at least two works	<b>Fiction</b> – at least two works
<b>Poetry</b> – a wide range of types of poems	<b>Poetry</b> – a variety drawn from different anthologies and/or study of one or two poets
<b>Film</b> – at least two works	<b>Film</b> – at least two works
<b>Nonfiction</b> – at least two works	<b>Nonfiction</b> – at least two works
<b>Drama</b> – at least two works	<b>Drama</b> – at least two works

In Stage 5, the selection of texts must give students experience of **Shakespearean drama**.

# Mathematics

## Course Description – Mandatory Course

A new Mathematics curriculum is coming, starting with Year 9 2024!

The main change from the current stage 5 (Year 9/10) course is the implementation of Core content and optional Pathways for extended learning.

The NSW education standards authority (NESA) has the following statement on the Core-Path structure of the new Mathematics course:

*“The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.*

*The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.*

*For these students, teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible.*

*Typically, the Core will cover teaching and learning experiences up to the middle of Stage 5. Pathways in Stage 5 must be carefully planned to ensure some students have the opportunity to engage with Advanced and Extension courses.”*

## What will students learn about?

By studying Mathematics in Years 7 to 10, your child will learn to appreciate how mathematics is a relevant part of their everyday lives. They will have the opportunity to develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that will help them interpret and solve problems in a variety of contexts. Areas of study will include number and algebra, measurement and space, and statistics and probability.

## What will students learn to do?

Students will focus on developing increasingly sophisticated and refined mathematical understanding, mathematical and numerical fluency, mathematical communication, logical reasoning, analytical thought and problem-solving skills.

These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

## Course Requirements

The mandatory curriculum requirements for eligibility for the award of the [Record of School Achievement \(RoSA\)](#) include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10 and
- complete at least 400 hours of Mathematics study by the end of Year 10.

Satisfactory completion of at least 200 hours of study in Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Mathematics course based on Life Skills

# Science

## **Course Description - Mandatory course**

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

### **What will students learn about?**

Through their study of science students develop knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists to scientific research. They examine the impact on their lives of scientific knowledge and its applications to their communities and surroundings.

### **What will students learn to do?**

Students work individually and in teams, planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.

Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

## **Course Requirements**

Practical experiences which emphasise hands-on activities will occupy a minimum of 50% of allocated course time. All students will be required to undertake at least one student investigation project, following the scientific method. At least one assessment in Stage 5 will involve 'hands-on' practical investigation and at least one Stage 5 assessment will be focussed on a piece of academic writing in Science. There is an end of year exam each year which assesses the whole years' worth of content and the working scientifically skills.

# Geography

## **Course Description – Mandatory Course**

Geography allows students to develop an understanding of and an interest in the interactions of the physical and human environments. Students will develop geographic knowledge, understanding, thinking, skills, values and attitudes in order to engage in the community as informed and active citizens.

### **What will students learn about?**

Students explore geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

### **What will students learn to do?**

Students will engage in geographical inquiry to extend their knowledge and understanding and learn to make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.

## **Course Requirements**

Fieldwork is an essential part of the study of Geography in Stage 5.



# History

## **Course Description – Mandatory Course**

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

### **What will students learn about?**

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

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

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

### **What will students learn to do?**

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

## **Particular Course Requirements**

All students must complete a site study in Stage 5.

# Personal Development, Health and Physical Education

## Course Description – Mandatory Course

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

## What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

## What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

# Elective Courses

## Child Studies

### Course Description – Elective course

The aim of Child Studies Stage 5 is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing.

### What will students learn about?

Child Studies programs are developed from the following modules:

- Preparing for Parenthood
- Conception to Birth
- Family Interactions
- Newborn Care
- Growth and Development
- Play and the Developing Child
- Health and Safety in Childhood
- Food and Nutrition in Childhood
- Children and Culture
- Media and Technology in Childhood
- Aboriginal Cultures and Childhood
- Body Image and Children

Childcare Services and Career Opportunities Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

### What will students learn to do?

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school. A better start to life creates a better future for the child. Child Studies enable young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.

# Commerce

## Course Description – Elective Course

Commerce is a dynamic and contemporary subject that provides the knowledge and skills that form the foundation on which people make sound decisions on consumer, financial, business, legal and employment issues. Taught in Years 9 and 10 it encourages students to explore how they fit into the broad commercial and legal environment and understand their rights and responsibilities as individuals and as part of the community. Emphasis is given to areas and issues of current importance and interest in Australian society.

### What will students learn about?

The Year 9 course promotes the development of analytical and problem-solving skills in students. Students study Consumers and Financial Decisions in which students research our role as a consumer in Australia and work on developing their skills in Personal financial management including budgeting, borrowing, insurance and negotiating the financial system. The employment topic looks at the nature of work, types of employment, taxation and legal issues in the workplace. The promotion and selling topic examines how businesses communicate with and promote to their target markets. The skills required to be an entrepreneur, the key functions involved in running a business and an introduction to accounting. Students investigate financial, consumer, legal and employment issues which may affect them in the future.

The Year 10 Commerce Course acts as an introductory opportunity for students to have a taste of some of the HSC courses that are on offer. An overview of the structure and key issues affecting the Australian economy, including inflation, unemployment, economic growth, interest rates and exchange rates. The role and function of law and politics in Australian society. This including how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Another topic is the methods, risks and returns from investing. This includes participation in the ASX Online Stockmarket game and preparation of a comprehensive investment report.

### What will students learn to do?

Commerce will promote critical thinking, develop their ability to work within a group and provide the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. Commerce provides a valuable grounding for the study of Economics, Legal Studies and/or Business Studies for the Higher School Certificate.

## Course Requirements

Students may undertake either 100 or 200 hours of study in Commerce Stage 5. Students undertaking a 200-hour course will study all FOUR Core Study topics and additional study of selected 5 options to meet the 200-hour requirement.

# Computing Technology

## Course Description – Elective Course

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

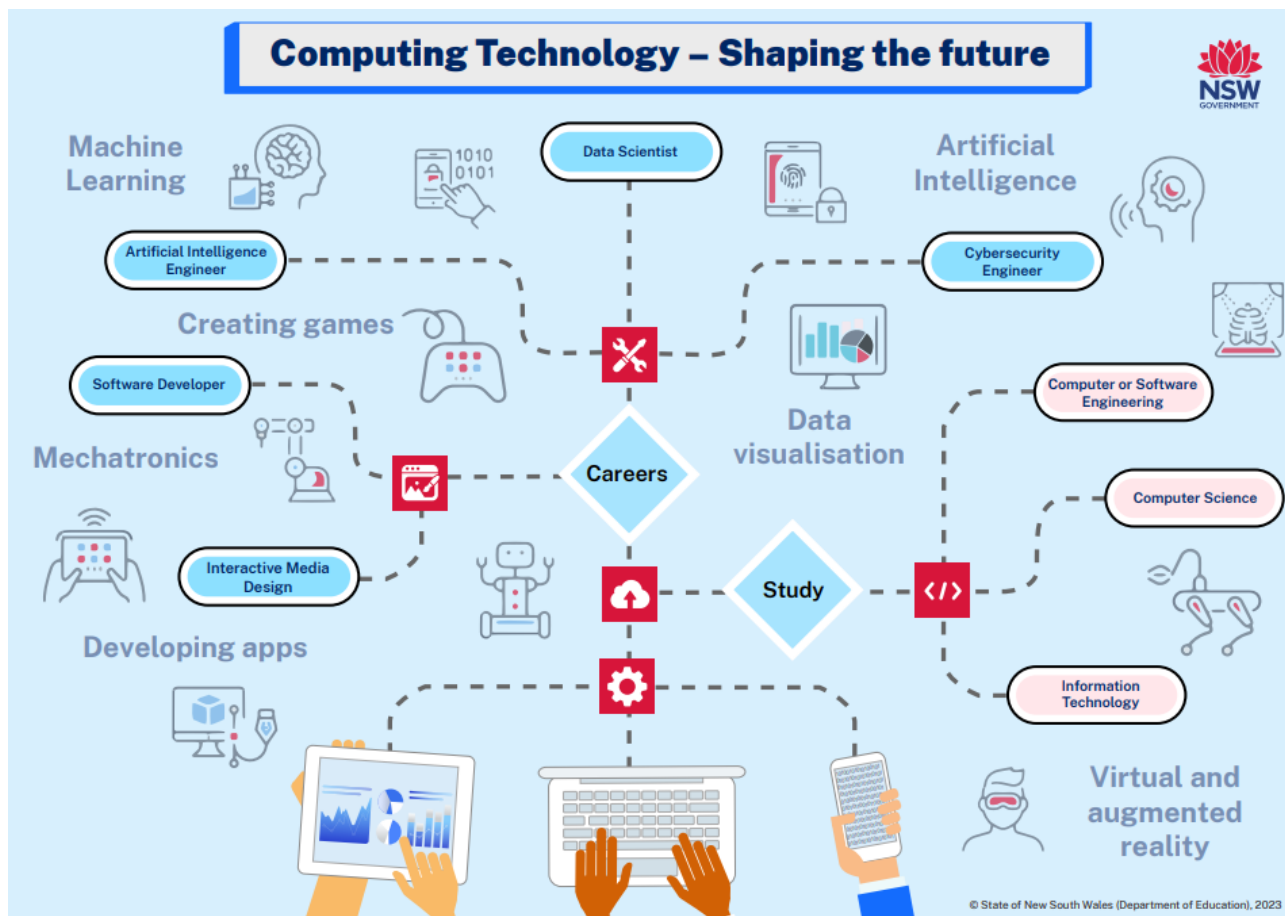
## Course Description

When studying Computing Technology 7-10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

## What will students learn about?

**Enterprise information systems:** Modelling networks and social connections; Designing for user experience; Analysing data.

**Software development:** Building mechatronic and automated systems; Creating games and simulations; Developing apps and web software.



# Design and Technology

## Course Description – Elective Course

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. **It is a requirement of this subject that students wear appropriate footwear.**

### What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

### What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

### Core contents involves:

- A holistic approach
- Design Processes
- Activity of designers

### Choose this subject if you like:

Problem solving, experimenting, finding solutions to real world problems, using CAD software, 3D printing, using the laser cutter/engraver, using a range of materials and equipment including plastics, timber, metals, textiles and more.

# Drama

## **Course Description – Elective Course**

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

### **What will students learn about?**

Students will learn about the fundamentals of acting as well as a range of forms of Drama to inspire their playbuilding. The Playbuilding unit introduces students to the core elements to making and performing engaging theatre in a series of games and fun activities. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. Students will explore using a poem, song lyrics, an object and statement as the stimulus for their group-devised drama. Students move on to the History of Theatre unit where they learn about the origins of theatre and perform a script extract from their favourite historical period. Students will engage in practical studies of a range of theatrical forms from traditional to modernism. Examples of these include Greek Theatre, Medieval Theatre, Physical Theatre, Gothic Theatre, Surrealism, Shakespeare and Realism. Finally, students will study the origins of modern comedy and explore comedic scripts for performance. Students also learn about the visual impact of design, production elements and the importance of the audience in any performance.

### **What will students learn to do?**

Students learn to make, perform and appreciate dramatic and theatrical works inspired by a range of stimulus and forms of theatre. They will develop their collaboration skills by working with a variety of students in different arrangements. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

# English as an Additional Language/ Dialect (EAL/D)

## Course Description - Elective Course

The study of EAL/D in Years 9–10 aims to enable students to pursue a course in English which would be linked with their mainstream English syllabus and with the Literacy requirements of other subjects. It also aims to develop confidence in English for students for whom English is not their first language. It will allow communication in English in a wide range of contexts.

## Course Features

The study of Elective EAL/D in Years 9–10 includes:

- develop ability to function effectively in a wide range of situations
- developing clear and precise skills in reading, writing, speaking, listening, viewing and representing, ensuring that all skills are linked to all curriculum areas
- develop confidence and ability to interact socially
- facilitate on-going conceptual development while still limited in the understanding of English
- build on linguistic and cultural identities, in order to foster and develop self-esteem.

## What will students learn about?

- Development of receptive and productive language skills
- Ongoing support for other subjects, assessment tasks and exams

## What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.



# Food Technology

## Course Description - Elective Course

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences. **It is a requirement of this subject that students wear appropriate footwear.**

## What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas are studied during Year 9 and 10.

- Food in Australia
- Food product development
- Food selection and health
- Food trends
- Food service and catering
- Food for specific needs
- Food for special occasions

## What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

## Choose this subject if you like:

Food, Cooking, Designing and experimenting with food, Nutrition, Multicultural foods, Learning about new food products on the market, Food trends, Catering for special occasions, Food styling and food photography.

# French and French for Background Speakers

## Course description – Elective Course

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

The French language course in Stage 5 allows students to further develop their language skills and to explore the application of French in wider social situations. Students will be catered for according to their level of French whether they are background speakers, have significant prior knowledge or started learning French for the first time in Year 8.

Two courses of French will be offered in 2024: French and French for Background Speakers. Please see below for details.

## What do students do in the study of French?

Authentic language learning will be the aim, and engaging tasks will mimic real life situations so that the learning is applicable outside the classroom. Students will have the opportunity to demonstrate their learning in various ways, such as by making their own videos, creating role-plays and writing for real or imagined audiences.

Grammar and language structures will be explored through themes relevant to the life of teenagers. By the end of Stage 5, students will be able to express themselves and understand others using past, present and future tenses. Students will become aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences.

Students will also develop an intercultural capability and an understanding of the French speaking communities. They will gain an appreciation of the importance of culture and language in communication in the 21st century.

## What do students do in the study of French for Background Speakers?

Students with a French speaking background or who have lived in a French speaking country will have the opportunity to study this elective course in 2024, subject to sufficient demand.

The aim of this course is for students to learn about French literature and current social issues through the medium of French. All instruction is in French and students produce all their work in French. There will be a focus on improving students' oral and written expression and their control of French grammar and spelling. Students will have the opportunity to demonstrate their learning in various ways, such as by writing and making their own film or play, participating in a debate and creating new and imaginative takes on classic French texts.

Please contact the Languages Faculty to check eligibility for this course.

# Geography Elective

## Course Description – Stage 5 Elective Course

Elective Geography is a 200-hour elective course offered to Year 9 and 10 students. The course will have an emphasis on topics that support essential skills for HSIE Stage 6 subjects including Legal Studies, Society & Culture, Economics, Modern and Ancient History, Geography and Extension History.

This course will involve an excursions in order to apply and extend knowledge from the course.

## What will students learn about?

Proposed course of study

Through these, students will have the opportunity to study critical areas currently not being directly addressed in any Stage 4 or 5 subject, such as

- National and international politics
- Civics and citizenship
- International relations
- Production of goods
- Media studies
- Conflict and resolution
- Oceanography
- Environmental sustainability
- Global connections
- Current world issues

## What will students learn to do?

This will target-skill-building, including

- Critical thinking
- Extended writing
- Independent research
- Media analysis
- Statistical analysis
- Close analysis of historical and contemporary issues

This is an exciting elective which combines case studies of current events, the study of a wide range of media, and preparing skills for Stage 6 and higher education.

# Graphics Technology

## Course Description - Elective course

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

## What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

## Core modules

Core modules are designed to provide a broad understanding of the principles and techniques associated with producing graphical presentations in a variety of styles and formats.

- Core Module 1: Instrument Drawing
- Core Module 2: Computer-Aided Design (CAD).

## Option modules

Option modules allow students to develop knowledge, understanding and skills in specific graphics-related fields. These fields may be selected to provide experiences appropriate to individuals' abilities while catering for their special interests. Option Modules we cover at KHHS may include:

- Option Module 1: Architectural Drawing
- Option Module 2: Australian Architecture
- Option Module 3: Cabinet and Furniture Drawing
- Option Module 4: Computer-Aided Design (CAD)
- Option Module 6: Engineering Drawing
- Option Module 7: Graphic Design and Communication
- Option Module 9: Product and Technical Illustration

## What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students' actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

### Choose this subject if you like:

Producing images, models, pictures and technical drawings with graphics equipment and by using CAD software, Freehand sketching, Rendering, Using the 3D printer and laser cutter, Interior design, Architecture.

# History Elective

## Course Description – Stage 5 Elective Course

Elective History is a 200-hour elective course offered to Year 9 and 10 students. The course will have an emphasis on topics that support essential skills for HSIE Stage 6 subjects including Modern History, Ancient History, Legal Studies and Extension History.

### What will students learn about?

Proposed course of study

Through these, students will have the opportunity to study critical areas currently not being directly addressed in any Stage 4 or 5 subject, such as

- War and peace
- Battles and conflicts in the ancient and modern worlds
- The effect of culture, technologies and leadership on military strategies
- Political systems over time
- Influential leaders of the past and present
- A range of case studies from different time periods across the world
- Factors impacting continuities and changes
- Myths and legends

### What will students learn to do?

This will target-skill-building, including

- Critical thinking
- Extended writing
- Independent research and enquiry
- Analysis of artefacts, documents and sources
- Critical analysis of issues of reliability and representation of key world events
- Formation of judgements and arguments accounting for multiple perspectives
- Close analysis of historical and contemporary issues

This elective combines many case studies of historical and recent events and societies, the study of a wide range of source material, and preparing skills for Stage 6 and higher education.

# Industrial Technology - Engineering

## Course Description - Elective Course

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning, production and evaluation of quality practical projects. Students may study up to two courses in Industrial Technology. **It is a requirement of these subjects that students wear appropriate footwear.**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Core modules of **Structures** and **Engineered Mechanisms** develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

These are enhanced and further developed through the study of focus modules in:

- Control Systems
- Alternative Energy

Practical projects reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

### Choose this subject if you like:

Finding out how things work, force, motion and energy, structures, mechanisms, practical work, problem solving, applying scientific and mathematical principles to real world situations.

# Industrial Technology - Multimedia

## Course Description - Elective Course

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning, production and evaluation of quality practical projects. It is a requirement of these subjects that students wear appropriate footwear. Students may study up to two courses in Industrial Technology.

### What will students learn about?

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

Practical projects should reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies.

These may include:

- 2D and 3D animations
- augmented reality (AR) or virtual reality (VR) products
- computer games
- ePublications
- individual photographic images and graphics (for print and/or digital display)
- videos
- websites and apps

### What will students learn to do?

This course differs from computing application as it focuses on the design process and design application. Coding is not a focus of this course.

Software that will be used include:

- Dreamweaver
- Photoshop
- Illustrator
- InDesign
- Premiere Pro
- Animate
- After Effects

# Industrial Technology – Timber

## Course Description – Elective Course

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. Students develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning, production and evaluation of quality practical projects. Students may study up to two courses in Industrial Technology. **It is a requirement of these subjects that students wear appropriate footwear.**

### What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

### What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to project design, construction and evaluation.

## Industrial Technology Timber

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining

### Choose this subject if you like:

Designing and constructing timber furniture items, decorative timber techniques, storage and display units, wall clocks, lathe work, using hand tools and machinery.



# Japanese

## Course Description – Elective Course

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

The Japanese language course in Stage 5 allows students to further develop their language skills and to explore the application of Japanese in wider social situations. Students will be catered for in each class according to their prior knowledge or exposure to Japanese.

### What do students do in the study of Japanese?

Authentic language learning will be the aim, and engaging tasks will mimic real life situations so that the learning is applicable outside the classroom. Students will have the opportunity to communicate with other Japanese learners to enhance their understanding and to experience Japanese realism in class.

Students will become aware of formal and informal levels of language used in daily life. This includes the use of colloquialisms, where appropriate, and an awareness of regional differences. The three Japanese writing scripts of hiragana, katakana and kanji are studied as part of this course.

Students will also develop an intercultural capacity and an understanding of the importance of culture and language in communication in the 21<sup>st</sup> Century.

# Music

## Course Description – Elective Course

Music in Stage 5 greatly expands upon the skills learned in the Year 7 and 8 courses. Students work in groups and as individuals to perform old and new pieces, create new pieces, compose in unusual ways, learn about historical and cultural contexts, and analyse the way music is constructed.

### What will students learn about?

In Year 9 students learn about how music is used in Small Ensembles, Other Cultures and Jazz. In Year 10 students explore how music is used in Pop and Rock Cover versions, Australian Music and Film Music. Students perform within a small ensemble to create engaging performances and cover versions of popular songs. Additionally, students explore how music has been influenced by other cultural elements and how these apply to the composition process.

### What will students learn to do?

Stage 5 musicians will perform a broad range of repertoire from Pop, Jazz, Rock, Latin, Reggae and Film genres. They will also learn how to compose and arrange for different ensembles in a range of musical contexts. Notation programs such as Sibelius and Musescore will allow students to realise their composition potential with relative ease and will further solidify their harmonic theory knowledge. Listening skills will be enhanced through the aural analysis of selected pieces for study.

# Physical Activity and Sports Studies

## Course Description - Elective Course

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

## What will students learn about?

The course includes modules selected from each of the following three areas of study:

### *Foundations of Physical Activity*

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

### *Physical Activity and Sport in Society*

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

### *Enhancing Participation and Performance*

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

## What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

# Textiles Technology

## Course Description - Elective Course

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

## Areas of Study

Students will learn about textiles through the study of different focus areas and areas of study.

- Design
- Properties and Performance of Textiles
- Textiles and Society.

## The focus areas are:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
- Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers.

## What will students learn about?

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored.

Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work through a Design Portfolio.

## What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design and manufacture textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

## Choose this subject if you like:

Choose this subject if you like: Practical work, Design and creative thinking. Textiles Art, Sewing, Experimentation work, Surface Decoration, Applying colour to fabric, Fashion design, Interior design, Costume design

# Visual Arts

## Course Description – Elective Course

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### What will students learn about?

Students engage in making different forms of artworks in 2D, 3D and/or 4D mediums. They learn to represent their ideas and interests with reference to contemporary ideas and how artists' work.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. Students investigate relationships in the art world between artist – art work – world – audience. They also explore how their own lives and experiences can influence their artmaking.

### What will students learn to do?

Students are given more creative freedom to learn to make artworks using a range of materials and techniques. These include painting, drawing, printmaking, photography, ceramics, sculpture and digital media. They will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students will develop their analytical writing skills as they record procedures and activities about their art making practice in their Visual Arts Diary.