



## YEAR 8 INTO YEAR 9

Junior Elective Subject Choices  
2018 - 2019

Subject Information Handbook

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

Courses in this handbook are listed according to faculty or subject area.

Having received their Half Yearly report, students should discuss with parents and teachers what they are good at and what they enjoy learning. At the Parent/Teacher Interviews, you will have a chance to consult with the teaching staff in the various subject areas. Students and parents will receive this handbook and be given time to study it before being asked to make online choices for courses.

The online choices has two stages:

1. the first is to gain a picture of students interests where they will choose 1<sup>st</sup> preference and 2<sup>nd</sup> preference subjects online. The choice of subjects is then put into a timetable series of lines based with the intention to offer as many courses to suit students interests and the available staff to teach those courses.
2. Students are asked to make their final choices online.

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 in order to achieve their potential in their various subjects/courses.

I wish you every success in your learning in Stage 5.

Hayley Emmerton  
**PRINCIPAL**

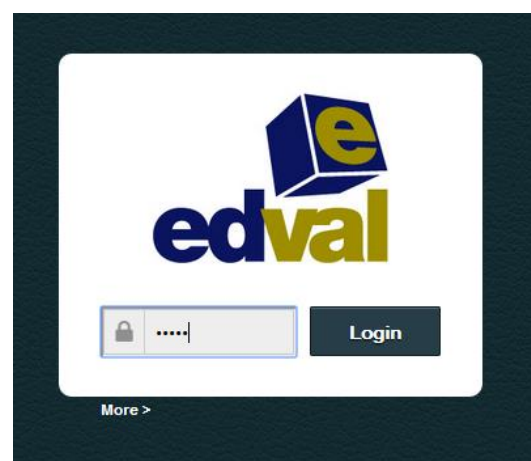
# SUBJECT SELECTION INSTRUCTIONS

Year 8 – for Year 9 and 10 in 2018-2019

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



**Step 2.** Enter your webcode in the link.

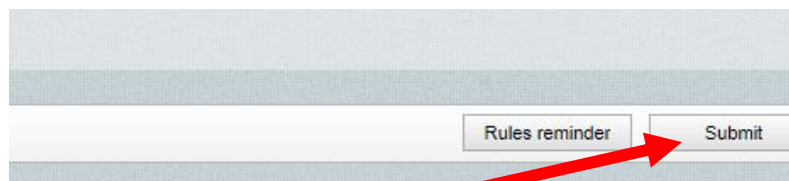


**Step 3.** Select your choices by clicking on the dropdown button for each entry and selecting a subject. In the first column select any subjects you are sure you would like to do. In the second column add any subjects you may consider. You do not need to select anything in the second column if you have 3 definite choices in the first.

Please select up to 3 electives that you feel sure you wish to study and up to 2 electives that you may want to study.

Main Units	Subject	Units	Reserve Units	Subject	Units
Definite choice 1	Food Technology	2	Maybe choice 1		0
Definite choice 2	Commerce		Maybe choice 1		0
Definite choice 3	Design & Technology				
	Drama				
	English as Additional Language/Dialect				
	Food Technology		Reserve Units:		0
	French				
	Geography Elective				
	Graphics Technology				
	History Elective				
	Industrial Technology: Engineering				

**Step 4.** Once all your subject choices are selected confirm your preferences and then click “Submit”.



Subject	Units
Drama	2
Geography	2

**Step 5.** A receipt of your preferences will be created. ***Please print this and have a parent sign it before returning it to the Deputy Principal.***

Code	Subject	Units
ENA	English Advanced	2
MAZ	Mathematics	2
CHE	Chemistry	2
DAT	Design and Technology	2
ECO	Economics	2
Max	Mathematics Extension 1	1
SOR1	Studies of Religion 1	1
		<b>Total: 12</b>
<i>Reserves:</i>		
DRA	Drama	2
GEOG	Geography	2
MU1	Music 1	2
PHY	Physics	2



## KILLARNEY HEIGHTS HIGH SCHOOL YEAR 9, 2018 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 Board of Studies Record of School Achievement (RoSA).

Elective Preference	Subject / Course
1	
2	
3	
4	
5	

- 1) Students electing Advanced French may not elect French as an additional elective subject.
- 2) Advanced French Selection is available only to those students who have successfully completed Year 8 Advanced French.
- 3) Open High School students need to register intention also with Ms Greenwell

## 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 Board of Studies (BOSTES) 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 Mathematics there are 9 grades – A10, A9, B8, B7, C6, C5, D4, D3 and E2.

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

- a) Follow the course developed or endorsed by the Board, 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 your attendance and level of involvement in class, assignments, homework, and classwork completed and your 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 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 2018

As well as the core subjects, each student at Killarney Heights High School in Year 9 must select **three (3) 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.

- |                       |                                     |  |
|-----------------------|-------------------------------------|--|
| • Chinese             | • Geography elective                | • Information & Software Technology    |
| • Child Studies       | • Graphics Technology               | • Japanese                             |
| • Commerce            | • History elective                  | • Music                                |
| • Design & Technology | • Industrial Technology             | • Physical Activity and Sports Studies |
| • Drama               | • Timber                            | • Textiles Technology                  |
| • ESL Elective        | • Industrial Technology Engineering | • Visual Arts                          |
| • Food Technology     | • Industrial Technology Electronics |  |
| • French Accelerated  |                                     |  |

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 EXAMPLE FEE STRUCTURE

<b>General School Contribution</b>	230		<b>Tick box for relevant electives</b>
<b>Sport Levy</b>	50		
Technology Levy	150		
Elective – Design & technology	70		
Elective – Drama	30		
Elective – Child Studies	60		
Elective – Food Technology	100		
Elective – Japanese	20		
Elective – Chinese	25		
Elective – Graphics Technology	25		
Elective – Advanced French	25		
Elective - Industrial Technology: Electronics	70		
Elective – Industrial Technology: Engineering	45		
Elective – Industrial Technology: Timber	80		
Elective – Information Software Technology	50		
Elective – Music	20		
Elective – PD/H/PE	40		
Elective – Physical Activities & Sports Studies	60		
Elective – Textiles Technology	50		
Elective – Visual Arts	80		
<b>Maths Web</b>	20		
Sub Total			
<b>Add P &amp; C Contribution \$250 per student or \$400 per family</b>			
<b>Total</b>			

**NB: 75% of the P&C contribution is tax deductible**

Sample only  
Please note fees may be subject to change

## YEAR 10 EXAMPLE FEE STRUCTURE

<b>General School Contribution</b>	230		<b>Tick box for relevant electives</b>
<b>Sport Levy</b>	50		
Technology Levy	150		
Elective – Child Studies	60		
Elective – Chinese	25		
Elective – Design & Technology	70		
Elective – Drama	30		
Elective – Food Technology	100		
Elective – Advanced French	25		
Elective – Graphics Technology	25		
Elective – Industrial Technology: Electronics	70		
Elective – Industrial Technology: Engineering	45		
Elective – Industrial Technology: Timber	80		
Elective – Information Software Technology	50		
Elective – Japanese	20		
Elective – Music	20		
Elective - PASS	60		
Elective – PD/H/PE	40		
Elective – Textiles Technology	50		
Elective – Visual Arts	90		
<b>Maths Web</b>	20		
Sub Total			
<b>Add P &amp; C Contribution \$250 per student or \$400 per family</b>			
Total			

**NB: 75% of the P&C contribution is tax deductible**

Sample only

Please note fees may be subject to change

# LIST OF SUBJECTS

## Mandatory Courses

English .....	12
Mathematics .....	14
Science.....	15
Geography.....	16
History .....	17
Personal Development, Health and Physical Education .....	18

## Elective Courses

Child Studies.....	19
Commerce .....	20
Design and Technology .....	21
English as a Second Language (ESL) .....	22
Food Technology .....	23
Geography.....	24
Graphics Technology .....	25
History .....	26
Industrial Technology.....	27
Information and Software Technology .....	28
Languages.....	29
Music .....	30
Physical Activity and Sports Studies .....	31
Textiles Technology .....	32
Visual Arts.....	33

# MANDATORY COURSES

## ENGLISH

### Course Description

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, everyday 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 relationships with others and the world, and reflect on their learning in English.

## Course Requirements

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

<b>Stage 4</b>	<b>Stage 5</b>
<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, or film on video or DVD</b> – at least two works	<b>Film, or film on video or DVD</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

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Digital technologies are used to facilitate an expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of this subject enables students to develop a positive self-image as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

## What will students learn about?

Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry and Statistics and Probability. Within each of these strands they will cover a range of topics including:

- |                           |                                  |                        |
|---------------------------|----------------------------------|------------------------|
| - fractions               | - decimals                       | - percentages          |
| - financial mathematics   | - probability                    | - algebraic techniques |
| - coordinate geometry     | - graphing and interpreting data | - perimeter and area   |
| - surface area and volume | - trigonometry                   | - properties of solids |
| - geometric figures       | - deductive geometry             | - statistics           |

## What will students learn to do?

Students will focus on developing increasingly sophisticated and refined mathematical understanding, fluency, 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.

# SCIENCE

## Course Description

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 a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists, including Australian 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 in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation 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 research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

# GEOGRAPHY

## Course Description

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 Stages 4 and 5.



# HISTORY

## Course Description

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 1 (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 4 and Stage 5.

# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## Course Description

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

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

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

## What will students learn about?

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study *Consumer Choice* and *Personal Finance*, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study *Law and Society and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

## What will students learn to do?

Student learning in Commerce will promote critical thinking and 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. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

# DESIGN AND TECHNOLOGY

## Course Description

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.

## 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.

# ENGLISH AS A SECOND LANGUAGE (ESL)

## Course Description

The study of ESL 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 ESL 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

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.

## 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 provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food product development
- Food selection and health
- Food trends
- Food service and catering
- Food for special 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.

# GEOGRAPHY

## Course Description

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

Students may undertake 200 hours in Geography (Elective).

## What will students learn about?

Geography (Elective) enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

## What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

## Course Requirements

In a 100-hour Geography (Elective) course students must study at least three of the eight focus areas. In a 200-hour Geography (Elective) course they will study at least five of the eight focus areas.



# GRAPHICS TECHNOLOGY

## Course Description

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.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- 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.

# HISTORY

## Course Description

History develops in young people an interest in and enjoyment of exploring the past.

A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

## What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

## What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and 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 for different audiences.

# INDUSTRIAL TECHNOLOGY

## Course Description

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. In 2018 we will be offering the focus areas of:

Timber

Electronics

Engineering

## 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.

# INFORMATION AND SOFTWARE TECHNOLOGY

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

## Course Description

Core content provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively.

## What will students learn about?

The option topics to be studied within this course include:

- Digital Media
- Database Design and Development
- Authoring and Multimedia
- Internet and Website Development
- Software Design and Development

## What will students learn to do?

Animate using Stop Motion Pro, Animate, After Effects, Blender and Maya. Create and edit music, voice and vision using products such as Audacity. Use Adobe Photoshop, Illustrator and InDesign to create promotional documents. Create websites using Dreamweaver and Notepad++. Program using Visual Basic. Design databases in Microsoft Access and integrate data with both Excel and Word. Develop skills in writing equations and problem solving.

# LANGUAGES

Chinese, Advanced French and Japanese

## Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating orally and in writing in the chosen language, to explore the relationship between languages and English and to develop an understanding of the culture associated with the chosen language.

What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language.

They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understanding by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will learn to understand the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They will develop a capacity to interact with people, their culture and their language.

# MUSIC

## Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

## What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

## Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

# PHYSICAL ACTIVITY AND SPORTS STUDIES

## Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

## 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

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 examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. 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

## What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel.

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

## What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design 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.



# VISUAL ARTS

## Course Description

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 learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make art works.

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

## What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in art making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

## Course Requirements

Students are required to produce a body of work and keep a Visual Arts diary.