



Kellyville High School

Year 9, 2021 /Year 10 2022

Subject Selection Handbook



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INTRODUCTION

This handbook contains some extremely important information for all of you who are going into Year 9 in 2021. Please read it carefully and discuss all the information with your parents.

The Handbook is part of a whole process of subject selection that will help to shape the direction of your education for the next two years and quite possibly over the next four years.

Year 9 and 10 together constitute Stage 5 of your schooling. This Stage leads to the award of a Record of School Achievement (ROSA) for all students who meet the requirements prior to the award of a Higher School Certificate. At that time, HSC students can request a copy of their ROSA.

In Stage 4, everyone in NSW has done a very similar course of study in order to fulfill the mandatory requirements for that Stage. Stage 5 differs from Stage 4 in that students have more choice in **some** of the subjects they study.

It is very important that you and your parents think carefully about the choices you make at this point, not only in terms of which subjects you choose, but also the choices you make about your approach to your school work.

If your work habits have not been ideal up to this time, the beginning of Stage 5 is an excellent time to settle into a routine of always being attentive in class, completing all class work as well as undertaking homework tasks and regular revision.

It is **particularly important** to take note of the assessment and materials requirements of the courses you have chosen. Early in 2021 you will be given an Assessment Handbook outlining these requirements and to support your completion of necessary tasks.

You need to be aware that once you have made your final selection of subjects, there will be very limited opportunity to change your mind. Classes will be set up and staffing allocated on the basis of your choices and the timetable cannot be changed once they have been established. All selection sheets will be collected prior to the due date.

After that date, your choices may be restricted. A subject/course will only be run when a sufficient number of students have selected the course to make it viable.

Please take this information and consider it carefully. Remember that the Careers advisor, Faculty Head Teachers as well as subject teachers and students are all available to advise you.

Mrs D. Maloney
Acting Deputy Principal
July, 2020

ABOUT THE RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement is generally awarded to eligible students after four or more years of secondary school. To be eligible for the award, you must follow and complete the **pattern of courses required by NESA (NSW Education Standards Authority)**. Schools structure their curriculum to cover this pattern, with some subjects being compulsory throughout the four years and others satisfying a mandatory component in Years 7 and 8, then being offered as Electives for additional study.

As well as taking the necessary combination of courses, students are also required to have a **satisfactory record of application** (effort) in their studies, in order to qualify for the Record of School Achievement.

The award of the Record of School Achievement is the usual requirement for students who wish to go on and study for the Higher School Certificate. HSC students may also request their Record of School Achievement when they complete their pattern of study. The Years 7 - 10 curriculum is designed to provide a basis for the courses of study offered for the Higher School Certificate.

Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is your responsibility 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, the assignments and homework completed and your level of achievement. An Assessment Booklet will be provided early in 2021 and provide more details about these requirements.

If the Principal decides that you are in danger of not completing a course satisfactorily, you will be warned in writing in time for you to correct the problem and satisfactorily complete the course.

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed' on your Record of Achievement and this may mean that you are not eligible for the award of a Record of School Achievement in that year. You have the right to appeal against an 'N' determination, using the appropriate form available from the Principal.

Attendance

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted, there will be no effect on course completion requirements provided that you have completed compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year.

Any extensive period of unapproved absence may result in non-completion of a course and may impact on your eligibility for the award of the Record of School Achievement.

Achievement of Outcomes

The standards-based approach to assessment and reporting in the Record of School Achievement, in a range of **school-based assessment tasks**, will measure overall achievement in each course against an agreed standard. Each student's achievement is reported using detailed and meaningful information on what he or she knows, understands and can do.

Assessment

A program of ongoing assessment will be administered within the school in every subject across the two years of Stage 5. Students will be issued with an Assessment Schedule for each subject, which outlines the tasks involved, approximately when they will take place and the weighting carried by each task.

Grading

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A - E for each course. A set of Course Performance Descriptors has been developed from these to describe how well you have achieved the outcomes of that particular course. Teachers collect assessment information about your achievements in a course and relate it to these Course Performance Descriptors, in order to make the final judgment of the grade to award you at the end of Year 10. Mathematics is an exception to this, and this course will have nine different grades to select from.

Life Skills Courses

Separate syllabuses are used for students who have special needs. These each have their own set of outcomes. No grades are awarded for Life Skills Courses, although a Record of School Achievement is awarded provided the outcomes are met. These courses are only available to students identified by the Department of Education as having a specific need. Students cannot simply elect to do such a course.

NB: Fees outlined are indicative of 2020 prices and are subject to change for 2021.

SUBJECT SELECTION PROCESS

FOR STUDENTS ENTERING STAGE 5 (Year 9) 2021

Step 1 **Week 10, Term 2 Wednesday 1st July**

- Subject Selection book given out to year 8 during Sport periods

Step 2 **Week 10, Term 2 Thursday 2nd and Friday 3rd July**

- Subject selection form is handed out to Year 8 students
- Wellbeing teachers begin the discussion of subject selections with the Year 8s and Year 9s

Step 3 **Week 2, Term 3 Tuesday 28th July**

- 5.00pm - 6.00pm in the School Hall if the Department allows. If not we will arrange an alternative event
- Parent meeting to explain ROSA guidelines, the subject selection process and answer any questions about specific subjects and courses
- Students discuss with parents the best options

Step 4 **Week 3, Term 3 Friday 7th August**

- Students return their Subject Selection sheet with **first 5 ranked choices** to the office after discussion with their parents by Friday 7th August

Step 5 **Week 4, Term 3**

- Students who hand in their form from this date will have their forms numbered as priority is given to those that handed them in on time.

Step 6 **Week 5, Term 3 onwards**

- Students will be allocated to classes in order to best accommodate all choices
- Some students may need to be interviewed to negotiate alternative subjects if their choices do not fit the line structure or if classes become too large

Step 7 **Early Term 4**

- Students will be informed of the classes they have been allocated for Year 9, 2021

Remember that there is limited opportunity to change your choice once classes have been formed.

GUIDELINES FOR SUBJECT SELECTION

Most students entering Stage 5 do not know precisely what career they will be pursuing in a few years' time. This is completely normal and should not cause you any anxiety. Even if you think you know now, it is quite likely that you will change your mind as you develop and as you learn more about those careers. So, when choosing your elective subjects for Stage 5, applicability to a future job is only one of the considerations. The Core subjects, which everyone must do, ensure that you will have a good grounding in literacy, numeracy, scientific principles, history, geography and physical fitness.

When choosing your elective subjects, you should think about:

- **Where your strengths lie.**
It makes sense to capitalise on your strengths as they may eventually indicate the best subjects for you to follow at the Higher School Certificate.
- **What you enjoy studying.**
It is widely recognized that studying a subject students enjoy can motivate students to become more involved in the subject and to put greater effort into it. This usually leads to better results.
Remember that the elective subjects you take at this stage do not have to be directly career-oriented.
- What subjects will give you **a well rounded education and understanding of the world you live in.**
This is related to the idea of keeping your options open for career directions that may not yet have occurred to you.
- What **skills, which might be useful to you in the future**, will be developed in particular subjects.
- What **subjects will be useful to you in a specific job** area which you already have in mind.
- Whether the subject is a prerequisite for **Senior School study.**
Some students change subjects completely for the Higher School Certificate course, but you should be alert for those which require previous study to be able to take them in Years 11 and 12. Subjects such as languages which build up sequentially should be followed through from the junior school. You will need this longer period of time to achieve a satisfying level.
- **Select subjects for yourself** and don't choose subjects based on what your friends will be doing or who you think may be teaching a particular course.
- When choosing subjects **be aware of the requirements.**
For example there is a materials fee for some subjects. If this is likely to be a problem for your family, consider an alternative, cheaper course where there is less cost involved.

You need to be aware that **not all of your choices may be possible** when classes are timetabled. The school has to balance your choices against staffing and class sizes. This is why you have been asked to nominate some extra choices.

CORE SUBJECTS

ENGLISH - MATHEMATICS - SCIENCE - HISTORY - PD/H/PE

Australian Curriculum via new NSW syllabuses.

From 2015, the new Australian Curriculum in English, Mathematics, Science and History will be delivered to Year 7, 8, 9 and Year 10 students via new NSW syllabuses.

Each of these learning areas includes content statements that represent essential learning for ALL Australian students.

The new syllabuses build on the strength of the existing NSW curriculum and many features of our current syllabuses have been retained. In addition to subject-based content, all syllabuses address important contemporary themes, cross-curriculum priorities and general capabilities as students prepare to live and work successfully in the 21st century.

More details can be found here: <https://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide/high-school-years-7-10>

ENGLISH

English is a MANDATORY course of study towards the Record of School Achievement. Students will be actively engaged in learning about language in a range of contexts, respond to and compose texts and experience texts that provide insights about the people and cultures of Asia and aspects of environmental and social sustainability.

MATHEMATICS

Mathematics is a MANDATORY course of study towards the Record of School Achievement. Students will be awarded one of nine possible achievement grades on completion of the course that reflects their achievement of Stage 5 outcomes. Students will develop their skills in working mathematically in an integrated way and include the following topics: Number and Algebra, Measurement and Geometry and Statistics and Probability.

The course will be offered at three appropriate levels for students - Stage 5.1, Stage 5.2 and Stage 5.3. Achievement at each level reflects students' abilities and interests and ensures ALL students have the opportunity to fulfill their potential. Mathematics teachers will recommend a suitable level for study throughout year 9 and 10. Progress will be constantly monitored and course changes recommended, as appropriate, each semester.

- Stage 5.1 -content builds on knowledge and skills from Stage 4 and provides the opportunity for students to experience some of the applications of mathematics to their lives.
- Stage 5.2 -content extends the knowledge and skills achieved in Stage 5.1. A sound grasp of Stage 4 concepts and skills is needed.
- Stage 5.3 -is the most challenging level of mathematics, is the most abstract and is designed for those students capable of achieving all or most of the outcomes for Stages 5.1 and 5.2. Stage 5.3 contains and extends the skills and knowledge acquired in Stages 5.1 and 5.2, requiring students to develop their reasoning abilities to greater extent than for Stage 5.2.

SCIENCE

Science is a MANDATORY course of study towards the Record of School Achievement. Students will develop science skills, knowledge and understanding, explore scientific concepts and develop skills in working scientifically. The course will develop scientific concepts, ideas and principles related to the topics: Physical World, Earth and Space, the Living World and the Chemical World. They will select and use technologies in applying the process of working scientifically.

HISTORY

History is a MANDATORY course of study towards the Record of School Achievement. Students will study the Ancient World, Medieval Europe, Indigenous and Contact History, Australians at War, Rights and Freedoms, Federation, Migration and Social History. Depth studies will be offered in topics such as the Ottoman Empire, Mongol expansion, Polynesian expansion, the Angkor/Khmer Empire, the Industrial Revolution, Asia and the world and the environmental movement.

GEOGRAPHY

Geography is a MANDATORY course of study towards the Record of School Achievement. Geography allows students to develop an understanding of, and an interest in, the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens. The Geography (Mandatory) course requires students to complete 100 hours of Global Geography in Stage 4 and 100 hours of Australian Geography in Stage 5.

PERSONAL DEVELOPMENT/HEALTH/ PHYSICAL EDUCATION

Personal Development, Health and Physical Education (PD/H/PE) is a MANDATORY course of study towards the Record of School Achievement. Students complete a minimum of 300 hours between Year's 7 and Year 10. 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. All students study the following four modules: Self and Relationships, Movement Skill and Performance, Individual and Community Health and Lifelong Physical Activity.

SUBJECT: ABORIGINAL STUDIES

DESCRIPTION:

Aboriginal Studies provides students with the opportunity to develop knowledge and understanding of Aboriginal Peoples, histories and cultures. This syllabus is designed to be **inclusive of all students** in NSW schools and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Aboriginal students are empowered through the exploration and celebration of their cultural and social heritage, continuity and resilience. Cultural affirmation through the study of their local/regional community(ies) and Aboriginal cultural diversity can contribute to personal and cultural wellbeing.

Non-Aboriginal students are provided with opportunities to recognise and respect the knowledge and practices of Aboriginal Peoples as the most sustained globally. The study of identity and lived experiences of Aboriginal Peoples benefits non-Aboriginal students by providing deeper insights that can enable more respectful and reciprocal engagement with Aboriginal Peoples and communities.

In this time of great social change, the study of historical and contemporary experiences of Aboriginal Peoples and Torres Strait Islander People's acknowledges and addresses the challenges such as racism and other stereotypes, promoting inclusivity, tolerance and respect; values which are essential for our students to be community minded citizens, who will shape our future society.

Areas of study include both core and optional topics:

Core Topics

1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy.

Options

1. Aboriginal Enterprises and Organisations
2. Aboriginal Peoples and the Visual Arts
3. Aboriginal Peoples and the Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Peoples and Oral and Written Expression
6. Aboriginal Peoples and Film and Television
7. Aboriginal Peoples and Technologies
8. Aboriginal Peoples and Sport
9. Aboriginal Peoples' Interaction with Legal and Political Systems
10. School-developed Option.

EQUIPMENT REQUIRED:

- A4 Exercise book 200 page
- Pens, ruler, glue, coloured pencils
- 4 GB USB

SUBJECT FEE:

\$35.00

ASSESSMENT:

Students will have the opportunity to be assessed on an individual basis as well as in group situations. A variety of assessment strategies will be used as well as formal examinations.

Further information about this subject may be obtained from the Head Teacher *Mrs McHardy or Miss Wood*.

SUBJECT:**CHILD STUDIES****DESCRIPTION:**

In child studies, students embark on a journey of the miracle of life.

The content will be made up of:

- Preparing for parenthood
- Conception to birth
- New born care
- Growth and development
- Play and the developing child
- Children and nutrition
- Children and culture.

Students will develop an understanding of conception, pregnancy, birth and the development of babies up until school age.

EQUIPMENT REQUIRED:

- 200 page exercise book
- Pens and coloured pencils.

SUBJECT FEE:

\$40.00

ASSESSMENT:

Students will have the opportunity to be assessed on an individual basis, as well as in group tasks.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT:

COMMERCE

DESCRIPTION:

Every day, people make decisions. Some of these are simple and commonplace, while others have far-reaching implications. **Commerce** provides the knowledge, skills, understanding and values that help students make sound decisions on commercial, financial, business, legal, political and employment issues. Specifically, students will develop financial literacy to allow them to participate in commercial and financial systems in a meaningful way. Students will apply problem solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

The course covers such topics as:

- Consumer and financial decisions
- Economic and Business Environment
- Law, Society and Political involvement
- Employment and work futures
- Promoting and selling
- Investing and the Stock Exchange
- Travel
- Running a Business

By using real world examples of businesses and legal cases and by running simulations such as operating a small business, playing the stock market, planning an overseas holiday and running a political election, students develop the skills needed to be informed and active citizens in the community.

EQUIPMENT REQUIRED:

- A4 Exercise book 200 page.
- Pens, ruler and glue
- 4GB USB key

SUBJECT FEE:

\$35.00

ASSESSMENT:

In addition to the usual range of tasks, **Commerce** has an emphasis on students gaining skills and experiences from simulation and problem-solving activities.

Further information about this subject may be obtained from the Head Teacher *Mrs McHardy* or any member of the *HSIE* faculty.

SUBJECT:

DANCE

DESCRIPTION:

Learning dance as an art form is an overarching philosophy, helping to define the student's artistic, aesthetic and cultural education. Students will take part in the practical components of dance as well as gaining theory based knowledge. The general areas of dance that will be covered in the Stage 5 include:

- Developing the ability to perform dances with accomplished dance technique and a sustained application to safe dance practice and performance quality.
- Clearly and perceptively communicating an appreciation of dance as an art form through their engagement in the interrelated practices of performing, composing and appreciating dance.
- Developing the ability to manipulate the elements of dance to interpret a wide variety of dance styles with competence.
- Developing the ability to structure and choreograph dance compositions that communicate ideas.
- Critically analyse their own dance performance and that of others, through the elements of dance.
- Exploring the history of dance and various styles of dance through periods of time
- Discussing the characteristics of dance styles, performance quality and interpretation.
- Applying their knowledge of the practical and theoretical aspects of dance and making perceptive connections between the making and performing of the movement and the appreciation of its meaning.

EQUIPMENT REQUIRED

- Appropriate dance shoes
(see teacher before purchasing these)
- Black leggings for practical lessons
- Binder folder with plastic sleeves
- A USB thumb drive
- A4 workbook/exercise book

SUBJECT FEE:

\$50.00
(Some other costs will be incurred to cover excursions to dance events)

ASSESSMENT:

Assessment will occur through class work, formal assessment tasks and movement activities:

- Performance presentations - Students will be required to participate in a wide range of group and individual performances.
- Research Tasks - Students will be required to investigate the historical, cultural and contemporary factors that have influenced dance.
- Composition of dances - Students will be required to create performances for themselves and others to perform.
- Collaborative work - Students will have to demonstrate ability to work within a group to achieve both individual and group objectives.
- Appreciation of dance - The student will be expected to distinguish and manipulate the various concepts associated with dance, including elements of dance, styles of dance etc.

Further information may be obtained from the Head Teacher of *the CAPA Faculty*.

SUBJECT: DESIGN AND TECHNOLOGY

DESCRIPTION:

The aim of Design and Technology is to develop competent learners who will develop knowledge, skills, values and attitudes to succeed in and beyond their school years. Design and Technology encourages students to use the design process, develop, communicate and justify solutions and to use technologies to meet identified needs and opportunities. Students will engage in projects which are related to life experiences.

The course content will be made up of:

- The design project
- 3 focus areas - ie: fashion, interior design, jewellery or a student negotiated area.
- Core areas include:
 - A holistic approach
 - Design processes
 - Activity of designers.

All students participate in a design project which is relevant to the student needs and interests.

EQUIPMENT REQUIRED:

- 200 page exercise book

SUBJECT FEE:

\$70.00

ASSESSMENT:

Assessment will include design folios and projects.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT:

DRAMA

DESCRIPTION:

Drama is a creative and performing art form where students explore a wide variety of situations and develop, analyse and portray characters drawn from the world around them.

Students will:

- **Create** original pieces of theatre.
- **Perform** their own, plus scripted drama for various audiences using a variety of styles and forms such as improvisation, theatre sports, mask, issue-based drama, realism, film and clowning.
- **Appreciate** their own work and the work of others by viewing and analysing a range of live and filmed performances in a range of theatrical styles.

As well as acting and production skills, students acquire communication skills, physical and mental agility, self-confidence and collaborative teamwork skills.

While no previous experience is necessary, students must participate in all tasks, work with all students, and perform for a variety of audiences in order to fulfil the requirements of the course. Class numbers may be limited.

EQUIPMENT REQUIRED:

SUBJECT FEE:

- A4 blank page Art Book
 - Costumes/props as needed
 - Students will also be required to pay for excursions.
- \$40.00

ASSESSMENT:

Assessment in this course is varied and involves both student self-evaluation and teacher assessment. Performance work, a logbook for recording creative processes, and written tasks, will be assessed throughout the course.

Practical and written examinations will be a form of assessment.

Further information about this subject may be obtained from the Head Teacher CAPA, or *the Drama Teacher*.

SUBJECT: FOOD TECHNOLOGY

DESCRIPTION:

Food Technology is a course that presents a broad range of experiences and opportunities to develop the interests and skills of students when managing food in a variety of settings. Food is an essential component of daily life. This course explores the significance of food as part of our social, cultural, emotional and physiological health and well being.

Students will be engaged in the investigation of food through practical ‘hands on’ applications and processes.

Students will be challenged to reflect on and resolve contemporary food-related issues and decisions affecting the individual and wider community. Students will be assigned Design Briefs that reflect ‘real-life’ situations. This process of learning will enhance important skills in designing, researching, making, communicating and managing.

Students will learn practices of good management along with professional standards of food handling, specialised culinary techniques, and proficiency in food production and presentation through regular food preparation activities and school-based catering opportunities.

MANDATORY EQUIPMENT REQUIRED:

- Apron, tea towel, hair tie
- Black leather shoes

SUBJECT FEE:

\$70.00

ASSESSMENT:

Assessment will involve research assignments and documentation of the design process. Assessment of practical skills will also take place while working in the food laboratory.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT:

FRENCH

DESCRIPTION:

Learning another language is both enjoyable and challenging. In addition to communication skills in **French**, you will develop a range of valuable employment related skills and attributes, including active listening, concentration and creative thinking skills. You will also:

- broaden your horizons, giving you insights into another culture and people.
- communicate confidently with French-speaking people and add to the ease and enjoyment of overseas travel.
- have the added advantage of another language, to enhance your career choices in any field, including hospitality, travel and tourism, banking and insurance, advertising and marketing newspaper, television and sports' journalism medicine and science, creative and performing arts.
- further develop your literacy in English.

French is one of the most widely used languages in the world. It is one of the official languages of the Olympics, the United Nations and the European Union. It is also spoken in countries such as Canada, Switzerland and Belgium, as well as many emerging African countries and some island nations of the Pacific region. French has a rich cultural heritage and is recognised as the language of fashion and top quality cooking. Learning French opens the door to a broad range of international scholarships and professional support networks, exchange programs and awards.

In the **French** course, you will learn to talk and write about yourself, your family and interests, to write letters and postcards, to read brochures, magazines, signs and stories. As well, you will learn about the history, food and way of life in France and other French-speaking countries. You will use a variety of materials, including colourful texts, interactive computer courses, CDs, videos, songs, and magazines. Other activities will include role plays, cooking, films, French games and excursions.

EQUIPMENT REQUIRED:

- A4 exercise book, 200 pages

SUBJECT FEE:

\$35.00

ASSESSMENT:

Assessment in this course is progressive and varied, covering all the skill areas of listening, speaking, reading, writing and research, as well as knowledge of French culture. It can involve class work, assignments and formal tests.

Further information about this subject may be obtained from the Head Teacher *Ms Graham*.

SUBJECT: GIFTED AND TALENTED - Elective

DESCRIPTION:

The Gifted and Talented Elective provides students with unique opportunities to develop their learning potential beyond the scope of the mainstream curriculum. This subject is differentiated to meet the needs of identified gifted and talented students, with provision to study topics of special interest. It incorporates content from all Key Learning Areas and can be tailored to the specific learning style of each student. In this course, students will be expected to investigate information requiring the development of deep understanding, using sources, resources and agencies from within the school, as well as our local and global communities. Students will be identified via report data, teacher recommendation and academic performance but not limited to these.

The course will take a Project Based Learning approach, with students encouraged to model and then develop their own 'driving questions'. This is a course which requires students to be committed to their work and take a high degree of responsibility for their own learning. In light of this, students will be supported to employ the 21st Century skills of communication, collaboration, creativity and critical thinking. Each project will be concluded by a presentation to an audience made up of members of the school community. This subject will run as one of three 200 hour electives. Initial enrolments will be carried out by an Expression of Interest.

The first term will be used to model a project and learn about the processes involved. Following this period the types of projects undertaken will be determined largely by the students themselves. Some samples of past projects include, but are not limited by the following:

- What if Rosa Parks had given up her seat?
- How do we ensure humanity flourishes?
- Design a cookbook for those people suffering food allergies i.e. lactose free, nuts, gluten,
- If all the things John Lennon sang about in his song "Imagine" came true, would the world actually be a better place?
- Water - Right or Responsibility?
- Does DNA databasing uphold the privacy of citizens?

EQUIPMENT REQUIRED:

Students will benefit from having access to a fast processing computer.

SUBJECT FEE:

\$20

ASSESSMENT:

Assessment is both formative (e.g. Assessment of journals, drafts, entries on Edmodo, discussion with teacher) and summative (based on the significant content covered, and 21st Century competency displayed at the final presentation product)

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli*.

SUBJECT: GRAPHICS TECHNOLOGY

DESCRIPTION:

The study of **Graphics Technology** enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation. Students will develop the capacity to solve problems and generate and communicate solutions. It is important students develop an understanding of related work environments while developing skills and understanding that will equip them for potential vocational pathways or future learning in the technology field.

The content will be made up of the following **core** focus areas:

- graphics principles and techniques
- design in graphics
- planning and construction
- workplace communication skills
- incorporation of multimedia, drawings and models.

The course also includes an option module which could include;

- Architectural Drawings
- Computer Aided Design and Drafting (CAD)
- Engineering Drawing
- Graphic Design and Communication
- Student Negotiated Project

Students will produce various projects using the materials outlined above.

EQUIPMENT REQUIRED:

- Metal Compass Set
- Circle templates and French curves
- 2B and HB pencils
- Pencil sharpener and erasers
- *A3 Display folder*
- *1 GB USB*
- *Graphic boards*

SUBJECT FEE:

\$30.00
\$45.00 Graphics Kit

ASSESSMENT:

Assessment will involve research assignments, practical experiences, written reports and journals.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or *any of the TAS Faculty*.

SUBJECT: HISTORY ELECTIVE

DESCRIPTION:

In this elective History course students take a journey back in time, navigating their way through an ancient society, meeting impressive characters from the past or helping to solve some of History's many mysteries.

Possible topics include:

- Richard III - Guilty or Innocent
- The Trojan War: Myth or Reality
- The Witch Hunts of the Middle Ages
- Jack the Ripper: Case Solved
- Who is buried in Tomb KV55
- Can we change the future by changing the past?
- Qin Shi Huang Di: Lunatic or Leader
- Mysteries and Conspiracy Themes in History
- Anastasia: The Russian Princess
- Hitler: Use of Fear and Propaganda
- Mary Celeste: Ghost Ship
- There are also opportunities for student personal choice projects

Students will be able to develop their interest in History, their ability to critically evaluate historical sources and their ability to gather and synthesise information from a variety of sources. This course allows students to develop skills that will support their study of history at the senior level.

EQUIPMENT REQUIRED:

- A4 Exercise book 200 page
- Pens, ruler and glue
- 4GB USB key

SUBJECT FEE:

\$35.00

ASSESSMENT:

Students will have the opportunity to be assessed on an individual basis as well as in group situations. A variety of assessment strategies will be used as well as formal examinations.

Further information about this subject may be obtained from the Head Teacher *Mrs McHardy* or any member of the *HSIE* faculty.

Note:

All students in Stage 5 study the Mandatory History course. The course described above is an **additional** course, which may be taken as an elective and contains different topics.

SUBJECT: INDUSTRIAL TECHNOLOGY - Engineering

DESCRIPTION:

The study of **Industrial Technology** provides students with opportunities to engage in a range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in the metal industry and develop hands on interaction with these in the design, planning and production of engineering projects. It is vital students also develop an understanding of related work environments and Occupational Health and Safety matters, while developing a range of skills that equip them for future lifestyle activities, potential vocational pathways and/or future learning in the engineering field.

Students may study up to 2 courses based on the Industrial Technology syllabus. Each course may comprise:

1 focus area studied for 200 hours (core modules plus 2 specialised modules).

The content will be made up of the following **core** focus areas:

- Small Structures
- Small vehicles
- Devices and appliances
- Robotics
- Electronic and mechanical systems.

This core will be delivered through the context of:

- **Engineering** - including freehand drawing, sketching, reading and interpreting drawings and software applications.

EQUIPMENT REQUIRED:

- Safety Goggles
- Apron
- Closed Leather Shoes

SUBJECT FEE:

\$90.00

ASSESSMENT:

Assessment will involve design portfolios and assessment of practical projects.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT: INDUSTRIAL TECHNOLOGY - Metal

DESCRIPTION:

The study of **Industrial Technology** provides students with opportunities to engage in a range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in the metal industry and develop hands on interaction with these in the design, planning and production of metal based projects. It is vital students also develop an understanding of related work environments and Occupational Health and Safety matters, while developing a range of skills that equip them for future lifestyle activities, potential vocational pathways and/or future learning in the technology field.

Students may study up to 2 courses based on the Industrial Technology syllabus. Each course may comprise:

1 focus area studied for 200 hours (core modules plus 2 specialised modules).

The content will be made up of the following **core** focus areas:

- Work Health and Safety
- Use of equipment, tools and machines
- Industry links
- Workplace communication skills
- Societal and environmental impact

This core will be delivered through the context of:

- **Metal** - instruction includes a complete range of skills from the planning, layout and measurement of a project, cutting, bending, fabrication (welding), installation, and assembling of metal materials.

Students will produce various projects using each the materials outlined above.

EQUIPMENT REQUIRED:

- Safety goggles
- Apron (available from KHS Uniform Shop)
- Closed leather shoes (preferably steel capped safety shoes)
- *Students will need to purchase safety goggles as they conform to the Department guidelines for Occupational Health and Safety.*
- *Students may need to purchase their own specialised materials for individual projects.*

SUBJECT FEE:

\$90.00

ASSESSMENT:

Assessment will involve design portfolios and assessment of practical projects. Assessment of practical skills will also take place while working in the workshop.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT: INDUSTRIAL TECHNOLOGY - Multimedia

DESCRIPTION:

The study of **Industrial Technology** provides students with opportunities to engage in a range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in the digital media industry and develop hands on interaction with these in the design, planning and production of multimedia based projects. It is vital students also develop an understanding of related work environments and Occupational Health and Safety matters, while developing a range of skills that equip them for future lifestyle activities, potential vocational pathways and/or future learning in the technology field.

Students may study up to 2 courses based on the Industrial Technology syllabus. Each course may comprise:

1 focus area studied for 200 hours (core modules plus 2 specialised modules).

The content will be made up of the following **core** focus areas:

- Work Health and Safety
- Use of equipment, tools and machines
- Industry links
- Workplace communication skills
- Societal and environmental impact

This core and Specialised Modules will be delivered through the context of:

- **Multimedia** - instruction including a complete range of skills such as: “apply principles of design in the planning and production of multimedia presentations”, “prepare and present reports to document the development of projects, identifying software, processes and equipment used”

Students will produce various projects using the materials outlined above.

EQUIPMENT REQUIRED:

- *Students may need to purchase their own specialised materials for individual projects.*
- 8GB USB

SUBJECT FEE:

\$85.00

ASSESSMENT:

Assessment will involve formal examinations, research assignments, production of design portfolios and assessment of practical projects. Assessment of practical skills will also take place while working in the computer classroom.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS Faculty*.

SUBJECT: INDUSTRIAL TECHNOLOGY - Timber

DESCRIPTION:

The study of **Industrial Technology** provides students with opportunities to engage in a range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in the timber industry and develop hands on interaction with these in the design, planning and production of timber based products. It is vital students also develop an understanding of related work environments and Occupational Health and Safety matters, while developing a range of skills that equip them for future lifestyle activities, potential vocational pathways and/or future learning in the technology field.

Students may study up to 2 courses based on the Industrial Technology syllabus. Each course may comprise:

1 focus area studied for 200 hours (core modules plus 2 specialised modules).

The content will be made up of the following **core** focus areas:

- Work Health and Safety
- Use of equipment, tools and machines
- Industry links
- Workplace communication skills
- Societal and environmental impact

This core will be delivered through the context of:

- **Timber** - instruction includes a complete range of skills from the planning, layout and measurement of a project, cutting, bending, fabrication, installation, and assembling of wood materials.

Students will produce various projects using the materials outlined above.

EQUIPMENT REQUIRED:

SUBJECT FEE:

- Safety goggles
- Apron (available from Kellyville High School)
- Closed leather shoes (preferably steel capped safety shoes)
- *Students will need to purchase the safety goggles as they conform to the Departmental guidelines for Occupational Health and Safety.*
- *Students may need to purchase their own specialised materials for individual projects.*

ASSESSMENT:

Assessment will involve design portfolios and assessment of practical projects. Assessment of practical skills will also take place while working in the workshop.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or any of the *TAS* faculty.

SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY

DESCRIPTION:

Australians can expect to work and live in environments requiring highly developed levels of computing and technological literacy. The study of **Information and Software Technology** allows students to:

- develop the knowledge, understanding and skills to **solve problems** using computer technology.
- gain **specialised knowledge** of current and emerging technologies, data, hardware and software.
- research **career paths** and explore the role of people involved in the field of information technology.
- develop **multimedia** presentations, model and simulate solutions to real life problems.
- investigate automated systems and engage in **website development**.
- develop simple **computer programs** using a variety of programming languages.
- analyse the social, ethical and environmental **impact** of information technology.

Students will be given opportunities to build on their computing skills when using and integrating application programs and hardware devices, while also developing knowledge and understanding of the theoretical concepts.

EQUIPMENT REQUIRED:

- A4 exercise book - 200 pages
- Access to a home computer is essential (Internet Access preferable)
- Students will be expected to have access to a portable storage device such as USB drive.
- A4 display folder

SUBJECT FEE:

\$20.00

ASSESSMENT:

- Project work (individual and group)
- Practical tasks
- Knowledge tests
- Research tasks
- Oral presentations

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli* or *any of the TAS Faculty*.

SUBJECT:

JAPANESE

DESCRIPTION:

Learning another language is both enjoyable and challenging. In addition to communication skills in **Japanese**, you will develop a range of valuable employment related skills and attributes, including active listening, concentration and creative thinking skills. You will also:

- broaden your horizons, giving you insights into another culture and people.
- communicate confidently with Japanese-speaking people and add to the ease and enjoyment of overseas travel.
- have the added advantage of another language, to enhance your career choices in any field, including hospitality, travel and tourism, banking and insurance, advertising and marketing, newspaper, television and sports' journalism, medicine and science, creative and performing arts.
- further develop your literacy in English.

Japanese has a rich cultural heritage and is recognised as the one of the leading countries for Manga and Anime. Japan has many internationally recognised companies. Learning Japanese opens the door to a broad range of international scholarships and professional support networks, exchange programs and awards.

In the **Japanese** course, you will learn to talk and write about yourself, your family and interests, to write letters and postcards, to read brochures, magazines, signs and stories. As well, you will learn about the history, food and way of life in Japan. You will learn how to write in Hiragana, Katakana and Kanji, the three Japanese writing styles. You will use a variety of materials, including colourful texts, interactive computer courses, CDs, videos, songs, and magazines. Other activities will include role plays, cooking, films, Japanese games and excursions.

EQUIPMENT REQUIRED:

- A4 exercise book, 200 pages

SUBJECT FEE:

\$35.00

ASSESSMENT:

Assessment in this course is progressive and varied, covering all the skill areas of listening, speaking, reading, writing and research, as well as knowledge of Japanese culture. It can involve class work, assignments and formal tests.

Further information about this subject may be obtained from the Head Teacher *Mrs Graham* or the *Japanese teacher*.

SUBJECT:

KOREAN

DESCRIPTION:

Learning another language is both enjoyable and challenging. In addition to communication skills in **Korean**, you will develop a range of valuable employment related skills and attributes, including active listening, concentration and creative thinking skills. You will also:

- broaden your horizons, giving you insights into another culture and people.
- communicate confidently with Korean-speaking people and add to the ease and enjoyment of overseas travel.
- have the added advantage of another language, to enhance your career choices in any field, including hospitality, travel and tourism, banking and insurance, advertising and marketing, newspaper, television and sports' journalism, medicine and science, creative and performing arts.
- further develop your literacy in English.

Korean has a rich cultural heritage and is recognised as the one of the leading countries for pop music and cinema. Korea has many internationally recognised companies. Learning Korean opens the door to a broad range of international scholarships and professional support networks, exchange programs and awards.

In the **Korean** course, you will learn to talk and write about yourself, your family and interests, to write letters and postcards, to read song lyrics, dialogue, signs and stories and type in Korean. As well, you will learn about the history, food and way of life in Korea. You will learn how to write in Hangeul, the Korean alphabet. You will use a variety of materials, including colourful texts, interactive computer courses, CDs, videos, songs, and online articles. Other activities will include role plays, cooking, films, Korean games and excursions.

EQUIPMENT REQUIRED:

- A4 exercise book, 200 pages

SUBJECT FEE:

\$35

ASSESSMENT:

Assessment in this course is progressive and varied, covering all the skill areas of listening, speaking, reading, writing and research, as well as knowledge of Korean culture. It can involve class work, assignments and formal tests.

Further information about this subject may be obtained from the Head Teacher Mrs Graham or Miss Ung in the Languages Faculty.

SUBJECT:

MUSIC

DESCRIPTION:

Music offers the opportunity for students to develop their musical abilities and potential, building upon knowledge and skills gained in Years 7 and 8.

A wide range of styles, periods and genres are covered and may include such topics as Popular Music, Australian Music, Jazz, Music for Small Ensembles or Music of the 19th Century.

In this course, students will focus on the areas of performance, composition, musicology and aural (listening).

EQUIPMENT REQUIRED:

- Their own instrument (or voice) for rehearsal at home
- An exercise book with manuscript
- A USB thumb drive
- Students are encouraged to BYOD

SUBJECT FEE:

\$30.00
(other costs may be incurred for excursions to music performances and workshops)

ASSESSMENT:

Assessment will occur through the following:

- Performing - Students will be required to perform in many different styles of music on their chosen instrument (or voice); to perform as a soloist and as part of an ensemble.
- Composing - Students will be asked to compose single line melodies, bass lines, ostinatos, improvise and create arrangements of existing melodies and rhythms.
- Listening - Students will listen to many different styles of music and complete analysis tasks based on the concepts of music: duration, pitch, dynamics and expressive techniques, tone colour, texture and structure.
- Musicology - Students will analyse written music in the form of scores and discuss the concepts of music.

It is strongly advised that students choosing Music as an elective, be competent singers or instrumentalists, in order to successfully achieve course outcomes in performance.

Further information about this subject may be obtained from the Head Teacher CAPA or a *Music teacher in the CAPA faculty.*

SUBJECT: PHOTOGRAPHIC AND DIGITAL MEDIA

DESCRIPTION:

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

The student will be given opportunities to make a range of individual artworks creating a Body of Work over time and to explore a range of media areas including:

- Black and White wet photography using darkroom film and developing and/or
- Digital imaging and/or
- Animation and/or
- Web design and/or
- Video and/or
- Installation or time-based artworks and/or
- Mixed media photograms

EQUIPMENT REQUIRED:

- A A3 Clear Plastic sleeve folder (to be used as a portfolio)
- A USB Thumb drive
- Access to an SLR camera
- Photographic Process Diary
- A4 sized Visual Arts Process Diary

SUBJECT FEE:

\$70.00 - The fee covers black and white photographic paper, classroom and darkroom and computer lab equipment and materials.

The student may be required to bring in extra materials to use in mixed media works during the course and may need to purchase extra photographic paper and print some of their digital work.

ASSESSMENT:

Assessment in this course is based upon the following:

- A Portfolio of Images created through photography and/or digital practice
- Documentation in and utilization of the Photographic and Digital Media Process Diary
- Art Making 60%
- Art critical and historical study 40%

The student is required to have and use a Photographic and Digital Media Process Diary in which they will formulate ideas, record processes and techniques as they develop their artworks.

Further information about this subject may be obtained from the Head Teacher CAPA or a Visual Arts teacher *in the CAPA Faculty*.

SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDIES

DESCRIPTION:

Physical Activity and Sports Studies is a subject suited to students with an interest in sport, PDHPE, movement and healthy lifestyle. This subject involves both practical and theory lessons. Students who choose this subject should be prepared to bring their PE uniform for practical lessons several times per week. The theory components of the course are often of a sport specific nature.

The topics covered may include Body Systems, Fitness, Sports Coaching and Issues in Sport, Physical Activity for specific groups, Nutrition and Physical Activity, Physical Activity for Health, Event Management, Enhancing Performance and Social Issues in Physical Activity and Sport.

Students will study sport and physical performance through a wide range of topics and learning experiences.

EQUIPMENT REQUIRED:

- PE Uniform
- Occasionally students may be required to bring their own equipment (e.g. tennis racquet)
- A4 256 page exercise book
- A USB thumb drive

SUBJECT FEE:

\$50.00
(Some other costs will be incurred to cover excursions to sporting facilities)

ASSESSMENT:

Assessment will occur through class work, formal assessment tasks and movement activities:

- Ability to move and perform - Students will be required to participate in a wide range of activities in which active participation and skill will be equally important.
- Analysis of movement and physical activity - Students will be asked to study and analyse the movements and performances of others using the principles of sports science and exercise physiology.
- Ability to work collaboratively - Students will be required to work cooperatively in teams or groups to achieve both team and individual outcomes.
- Management and planning skills - Students will have to demonstrate these skills in order to manage other students, plan ahead for events, assignments and performances.
- Ability to appraise information and opinions about sport and physical activity - Students will be expected to read widely and develop personal understanding and opinions about issues and developments in sport, physical activity and exercise.

Further information about this subject may be obtained from the Head Teacher *Mrs Gentle*, or your *PDHPE Teacher*.

SUBJECT: SCRIPT TO SCREEN

DESCRIPTION:

Students who satisfactorily complete this course will have the necessary skills to enter and successfully operate within the film industry. The course has been developed with the advice and support of industry professionals. Students will focus primarily on building skills in writing screenplays using latest online platforms, cinematography, editing, production, sound and sound mixing, practical ways to finance the films and distribution to various competitions and events.

Students will learn skills used in audio-visual media, gain business and leadership skills, and knowledge of how the film industry works. Regardless of their chosen specialisation, this broad base of skills will make students attractive to employers and establish them to better take control of a freelance career.

There will be an emphasis on creating quality content for a broad range of applications. Students will be creating a product which will then be entered in competitions both nationally and internationally. They will have opportunities to work in a range of genres including documentary, drama, television and experimental film, across various formats also including digital, web and mobile platforms.

The course empowers students to be creative and confident in the use of information and communication technologies. By assigning students projects with a purpose, the course will allow students to create real products that can have an impact on the world. Furthermore, as part of the course, students will implement a business plan to raise funds to subsidise their project and plan for a film fest incorporating local schools and community members. They will have the opportunity to connect with “real” industry professionals i.e. editors, scriptwriters and directors, *and* somewhere along the way, we just well may have some fun!!

EQUIPMENT REQUIRED:

- Film camera (optional)
- Portable Hard Drive (120-250) GB

SUBJECT FEE:

\$70

ASSESSMENT:

Students will be assessed on the following;

- Production portfolio and Short Film
- Plan and manage film post production
- Practical task - software operation
- Marketing portfolio

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli*.

SUBJECT: STEM (Science Technology Engineering Mathematics) - Elective

DESCRIPTION:

STEM at Kellyville High School is designed to support the development of cross disciplinary skills of critical and creative thinking, problem solving and digital technologies through the use of inquiry based projects. These objectives lie at the core of the National (STEM) School Education Strategy. The Australian Bureau of Statistics has estimated that some STEM related jobs, such as engineers, have grown at about 1.5 times the rate of other jobs in recent years.

STEM at Kellyville High School is about, rich and challenging problem-based learning for all students. Projects will;

- explore individual interests and passions;
- leverage students' prior knowledge. (opportunities to extend and build upon ideas and concepts)
- provide opportunities for students to integrate knowledge from other learning areas.
- create problems that will be motivating and individualised in relation to learning.
- enable students to understand how to apply what they've learned to complete complex tasks across all subjects.

Examples of projects may include programming various types of robots and other technologies (spheros, online programming) to solve real world tasks, developing a virtual reality game, working with community bodies to engage students in STEM related tasks, the use of hydraulics to build prototypes to solve problems. Students will also be supported and encouraged to identify areas of interest in the STEM field and develop individual projects around these interests. Ultimately the aim of learning is that students become self-directed, through working collaboratively and independently to solve problems. Lessons will have a commitment to innovation and focus on contemporary pedagogies and guided by the [engineering design process](#) (design, research, choose solutions, build prototype, test and redesign).

Outcomes are drawn from the Industrial Technology Engineering, Mathematics and Science Syllabi. As students may be undertaking different projects, different outcomes may be reported on for different students thus creating a truly individualised report. Further to this, broader cross curricular syllabus outcomes; collaboration, communication, critical and creative thinking will also be reported upon.

EQUIPMENT REQUIRED:

- Students will benefit from having access to a fast processing computer.

SUBJECT FEE:

\$30

ASSESSMENT:

No formal exam assessment will take place in STEM. Assessment will be based upon such criteria as, teacher feedback and discussion with the student, assessment of learning logs, providing self and peer feedback, presentation of tasks to an authentic audience, evaluation of prototypes and computational thinking tasks.

Further information about this subject may be obtained from the Head Teacher *Mr Caprarelli*.

SUBJECT: TEXTILES TECHNOLOGY

DESCRIPTION:

Textiles Technology involves the study of:

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

Students apply knowledge and understanding of the properties and performance of textiles through the study of fabrics, colouration, yarns and fibres.

Students are required to design and produce a number of quality textile projects which may include apparel, furnishings, costume, textile arts and non-apparel. Students are encouraged to use a wide range of textile items and therefore cater to individual interests. These projects allow students to use a variety of materials, tools and techniques.

Each project will be supported by a folio which will provide for development and refinement of ideas, reflection, evaluation and assessment of achievement. Students, who are creative, enjoy designing and making items using textiles will gain value from this subject.

EQUIPMENT REQUIRED:

- Sewing equipment (tape measure, tailors chalk, pins, sewing kit, needles, cotton, patterns, fabric, accessories e.g. beads)
- A4 display folder used for folio
- A4 exercise book

SUBJECT FEE:

\$50.00

ASSESSMENT:

- Project work - textile projects and folio

Further information about this subject may be obtained from the *Head Teacher Mr Caprarelli* or *textiles teachers in the TAS faculty*.

SUBJECT:

VISUAL ARTS

DESCRIPTION:

The **Visual Arts** course builds on the Visual Arts Year 7 and 8 mandatory courses. Visual Arts provides opportunities for students to enjoy making and studying art. Students create different kinds of artworks in 2D, 3D and/or 4D forms and are given opportunities to learn new skills in a variety of art media and techniques.

Students learn to make artworks in 2D, 3D and 4D forms.

- Drawing
- Painting
- Sculpture
- Printmaking
- Photography and Film-making

EQUIPMENT REQUIRED:

Students will need to provide a

- A4 sized Visual Arts Process Diary
- 2B, 4B and 6B pencils
- Black felt tip pen
- A3 clear plastic sleeve portfolio
- Eraser
- White gel pen

SUBJECT FEE:

\$70.00

Fee is for classroom consumables which include a stretched canvas, paint, clay and sculpture media.

The student is expected to attend planned excursions and a separate fee will be charged for this activity.

ASSESSMENT:

Continual assessment and evaluation of all completed works will be undertaken.

The student will be assessed through the following:

- The Visual Arts Process Diary (mandatory requirement)
- Art making Tasks
- Critical/Historical Tasks

Art Making	60%
Art critical and historical study	40%

STUDENT REQUIREMENTS:

Note: Students may study Visual Arts as well as Visual Design.

Further information about this subject may be obtained from the Head Teacher CAPA or a *visual arts teacher in the CAPA Faculty*.

SUBJECT: VISUAL DESIGN

DESCRIPTION:

The **Visual Design** course builds on the Visual Arts Year 7 and 8 mandatory courses.

Visual Design is increasingly being recognised as an extremely important aspect of our world. Design is all around us. Apart from the natural world, almost everything we see around us, wear and use has been designed - clothes, products, packaging, cars, cityscapes, buildings, advertising and so forth.

Visual Design provides opportunities for students to enjoy making and studying visual design artworks.

In Visual Design students create works based on specific design briefs.

In this two-year course, students will study the Process of Design, learning many ways of solving design problems in both 2 and 3-D forms. Students will work in a range of areas including: illustration, typography, 3D construction, jewellery, textiles, object design and digital photography.

They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks for a purpose.

The course can be continued into the senior school by studying Visual Arts and/or Visual Design.

EQUIPMENT REQUIRED:

- A4 sized Visual Arts Process Diary
- USB /thumb drive
- 2B pencils
- Black felt-tip pen
- A3 clear plastic sleeve portfolio
- White Gel pen

SUBJECT FEE:

\$60.00
(Fee is for consumables)

ASSESSMENT:

Continual assessment and evaluation of all completed works will be undertaken.

Assessment will be based on the two areas of study.

1. Completion of practical DESIGN BRIEFS
2. The theoretical and analytical study of the history of design; the relationship between creative design and business practice and contemporary Australian design.

Practical work and completion of design briefs	60%
Design theory, design history	40%

Students may study Visual Design as well as Visual Arts.

Further information about this subject may be obtained from the Head Teacher CAPA or a *Visual Arts teacher in the CAPA Faculty*.

SUBJECT: WORK EDUCATION

DESCRIPTION:

Work Education provides students with an opportunity to develop knowledge and an understanding of the world of work, the diverse groups within the community, and the roles of education, employment and training. They develop an understanding of the world of work as dynamic, how and why it may change, and what this may mean for their future. The course will help students to develop an understanding of themselves and their aspirations, their rights and responsibilities as workers, employer expectations. Students will analyse employment trends, changes in the nature of work and current workplace issues.

The content is divided into Core Topics and Option Topics. The course delivery is flexible and various combinations can be created to suit the student learning needs. For example: each year the students may study three Core Topics and four options.

The Core Topics include:

1. What is work?
2. Transitions and Wellbeing
3. Communication and Collaboration
4. Technology in the Workplace
5. Workplace Safety
6. Workplace Rights and Responsibilities

The Option Topics include:

1. Exploring Post-school Pathways
2. Managing Transitions
3. Workplace Environments
4. Enterprise and Entrepreneurial Behaviours
5. Preparing for the Workplace
6. Managing Finances
7. Workplace Issues
8. Community Participation
9. School-developed Option

EQUIPMENT REQUIRED:

- A4 Exercise book 200 page.
- Pens, ruler and glue
- 1GB USB key

SUBJECT FEE:

\$35.00 Some other costs will be incurred to cover excursions or accredited external courses.

ASSESSMENT:

Assessment will involve formal examinations, research assignments, practical experiences, written reports and journals.

Further information may be obtained from the *Careers Adviser*.

Elective Subject Selection Sheet For Year 9, 2021

Please indicate your choices by numbering your preferences from 1 to 5 in the boxes. This will allow us to place all students in a subject which they want to be in, as we cannot guarantee that you will get your first choices.

STUDENT NAME: _____ (please print) YEAR 8 CLASS _____

PARENT SIGNATURE: _____ Date: _____

- Aboriginal Studies
- Child Studies
- Commerce
- Dance
- Design & Technology
- Drama
- Food Technology
- French
- Gifted and talented - Elective
- Graphics Technology
- History - Elective
- Industrial Technology - Engineering
- Industrial Technology - Metal
- Industrial Technology - Multimedia
- Industrial technology - Timber
- Information and Software Technology
- Japanese
- Korean
- Music
- Photographic and Digital Media
- Physical Activity and Sport Studies
- Script to Screen
- STEM Elective
- Textiles Technology
- Visual Arts
- Visual Design
- Work Education

**KEEP THIS COPY AS YOUR
RECORD OF YOUR SUBJECT
SELECTION.**