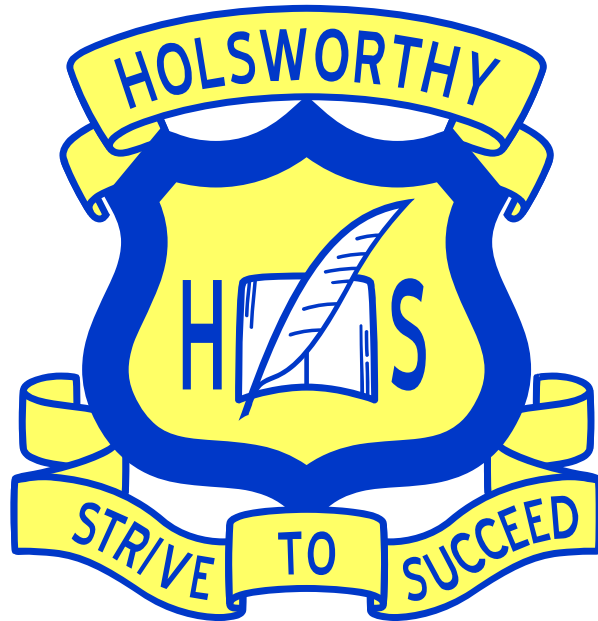


# **HOLSWORTHY HIGH SCHOOL**



## **STAGE 5 PROSPECTUS**

YEAR 9, 2022.

YEAR 10, 2023.

# TABLE OF CONTENTS

	PAGE		PAGE
Messages	3		
Requirements for Stage 5	4		
Mathematics	5		
Who can help? Subject Selections	6		
Electives Course Fees Summary	7		
<b>2 YEAR COURSES</b>		<b>1 YEAR COURSES</b>	
Child Studies	8	Café Skills	16
Commerce	9	Ceramics	17
Food Technology	10	Dance	18
Industrial Technology — Timber	11	Drama	19
Information & Software Technology	12	Film	20
Music	13	Industrial Tech Multimedia	21
Physical Activity and Sport Studies	14	International Studies	22
Visual Arts	15	Italian	23
		Our Physical World	24
		Passion Project	25
		Textiles (Fashion Forward)	26
		Visual Design	27
		World of Myths and Legends	28

## PRINCIPAL'S MESSAGE

Read this information carefully; choose your course based on thorough investigation.

Students are advised to make up their own mind taking into consideration career choices, advice from teachers and parents but most importantly, their interest in the subject.

Mark Watkins  
Principal

## MESSAGE FROM YOUR YEAR ADVISERS

Entering Year 9 is a very important step in your schooling career as it gives you the opportunity to select and study elective subjects over the next two years. You need to make a decision about the subjects you are to study and we have provided you with a list of important things to consider before your final selection is made.

Read the list below very carefully:

DO	DO NOT
Select subjects based on your own interest in them.	Do not select subjects based on the people involved. For example choosing a subject because "all your friends are doing it".
Find out the content covered in the subject.	Do not make your decision based on the teacher taking the subject. Staff changes are common and teacher allocations constantly change.
Consider if the subject will give you the skills and knowledge needed to find employment if you are thinking of leaving school at the end of Year 10.	Do not select subjects because of their perceived level of difficulty. All subjects have strict course, assessment and task requirements that must be completed.
Seek advice from teachers, talk to your parents, older siblings, and other students who are taking the course.	Do not make a rushed decision as this may lead to you not selecting the right subject that best suits you.
Take time to reflect on your own skills and the areas you have excelled at so far and select the subject that best suits your skills and ability.	Do not forget to speak with Ms Brown, Careers Adviser, as she will help you select subjects that will best suit your future career plans.
Take time to reflect and make an informed decision as this decision will take you through to the Record of Attainment (RoSA).	Do not be unrealistic about your strengths and weaknesses.

It is important to make an informed choice and there are many people around you who can help with this decision. If you are still unsure please make an appointment with your Year Adviser to discuss options. Whatever you decide, be prepared to work hard and challenge yourself.

**Ms Gorgovski and Mr McCafferty**  
**Year 8 Advisers**

## REQUIREMENTS FOR STAGE 5

All students **must** study:

ENGLISH	MATHEMATICS
SCIENCE**	PDHPE**
HISTORY	GEOGRAPHY
CAREERS EDUCATION	SPORT **

Students must also study **two electives for Years 9 and 10 and one elective for Year 9 only** from the list below:

2 YEAR COURSES	1 YEAR COURSES
CHILD STUDIES	CAFÉ SKILLS**
COMMERCE	CERAMICS
FOOD TECHNOLOGY **	DANCE **
INDUSTRIAL TECHNOLOGY - TIMBER **	DRAMA
INFORMATION AND SOFTWARE TECHNOLOGY	FILM
MUSIC	INDUSTRIAL TECHNOLOGY MULTIMEDIA
PHYSICAL ACTIVITY AND SPORTS STUDIES **	INTERNATIONAL STUDIES
VISUAL ARTS	ITALIAN
	MYTHS AND LEGENDS
	OUR PHYSICAL WORLD
	PASSION PROJECT
	TEXTILES (FASHION FORWARD)
	VISUAL DESIGN

All electives are studied for **5 hours** per fortnight in Year 9.

Your record of attendance, conduct and participation must also be declared satisfactory for the award of the Record of School Achievement (RoSA). (You must attend at least 85% of the time)

The remaining pages of this Booklet set out information about each elective subject. Read it carefully and ask the Head Teacher or your classroom teacher if anything is not clear.

### NOTE:

If not enough students select a subject then it will not run. If a subject that you have chosen is not running Holsworthy High School will use your reserve selections to allocate you subjects. In some cases your subject selections may occur at the same time in the timetable and this also means Holsworthy High School will use your reserve selections to allocate you subjects.

### \*\* UNIFORM DEPENDENT SUBJECTS:

The subjects marked with an \*\* have specific uniform requirements that relate to Workplace Health and Safety. Students **must** meet the requirements to enter some classes for these subjects. Failure to meet the requirements can lead to N Warnings and N Determinations and may limit or prevent ROSA accreditation. Please check:

[https://holsworthy-h.schools.nsw.gov.au/content/dam/doe/sws/schools/h/holsworthy-h/policies/2019\\_School\\_Uniform\\_Policy.pdf](https://holsworthy-h.schools.nsw.gov.au/content/dam/doe/sws/schools/h/holsworthy-h/policies/2019_School_Uniform_Policy.pdf)

## MATHEMATICS

In Year 9, three levels of Mathematics are available:

- Stage 5.3 (Advanced),
- Stage 5.2 (Intermediate) and
- Stage 5.1 (Standard)

Each of these stages has a different curriculum to follow, with its own program.

Students are placed in a Mathematics class corresponding to their Year 8 results.

Year 9 Mathematics classes are usually taught at the same time so that students who perform well in any class may be promoted to a higher class.

## CAREER EDUCATION

Career Education will be run for one period per cycle throughout Years 9 and 10. Students will gain foundation knowledge regarding school to work place competencies. Students will undergo the 'Real Game' program, learn about subject selections and discover and learn many skills which will benefit their transition from Year 10 to the senior school, tertiary education or the workplace.

Students will have the opportunity to do their 'School to Work' program in this time, as well as learn about the world of work, career pathways, WHS, application and interview skills and other school to work place competencies.

## WELLBEING LESSONS

Wellbeing lessons will be run for one period per cycle throughout Years 9 and 10. The Wellbeing lessons will be delivered by the Year Adviser. Students will complete activities related to Goal Setting, Support Networks, Organisation and Assessment, Positive Relationships and Mental Health.

Students also investigate the 'Five Ways to Wellbeing' and 'Responsible Use of Technology'. Wellbeing lessons are supported by workshops in 'Legal Rights and Responsibilities' from Legal Aid and 'Digital Thumbprint' from Optus.

## WHO CAN HELP ME AND HOW?

WHO	HOW
SUBJECT TEACHERS	They can tell you your strengths in certain subjects.
CAREERS ADVISER	They can tell you what subjects (if any) are required for particular careers.
YEAR ADVISERS	They can help you by talking over your ideas.
PARENTS	Discuss your choices with your parents. Let them know that they can make an appointment or telephone any of the people above if they need more information.
<b>AND FINALLY</b>	
YOU	Do your own research – use the “Do’s and Do Nots” to get help from the right people, and ....  Be confident about your decisions.

## SUBJECT SELECTIONS

All students must complete the online subject selection process by following the instructions on the Subject Selection presentation on the school website. Students can also access advice about subjects via Parent Teacher Night.

[Year 8 into 9 - Holsworthy High School \(nsw.gov.au\)](https://www.nsw.gov.au/year-8-into-9-holsworthy-high-school)

Mr. Ponton will email students instructions and appropriate links to satisfy the subject selection process.

Students entering Year 9 choose two elective subjects for Years 9 and 10 and one elective subject for Year 9 only. Not all subjects may run as student choice is used to determine which subjects are delivered.

Students should submit their subject selections by **Friday 13 AUGUST, 2021.**

### Remember to:

- Read the Subject Selection booklet carefully.
- Choose your preferred **two** (2) subjects from the 2 Year Course list, with two reserves, and your preferred **one** (1) subject from the 1 Year Course list, with two reserves.

**Please note that some electives require payment of Course Fees to cover the costs of materials used. Payment of these fees is essential as these materials are necessary to fulfil course outcomes.**

## **SUMMARY OF COURSE FEES FOR ELECTIVES YEAR 9 – 2022**

### **2 Year Electives (200 Hour)**

Food Technology	\$110
Information and Software Technology	\$40
Industrial Technology - Timber	\$60
Visual Arts	\$30 in Year 9 (\$30 in Year 10)

### **1 Year Electives (100 Hour)**

Café Skills	\$60
Ceramics	\$10
Textiles (Fashion Forward)	\$60

# CHILD STUDIES – 2 YEAR

<b>Faculty</b>	PDHPE		
<b>Fees</b>	Nil	<b>Hours</b>	200

## COURSE DESCRIPTION:

Early childhood is not only astonishingly complex — it's critically important. The physical, cognitive, social and emotional growth that takes place in the first years of a child's life sets the foundation for success or failure in learning and life. Child Studies explores how a child develops from birth to age eight from all perspectives: physical / motor, cognitive, social, emotional and language. The course will focus on how development occurs within the context of family, community, culture and relationships. You will gain deep knowledge of the complex interaction among developmental domains and the role of environmental factors.

With that knowledge, you can better identify, interpret and respond to a child's individual differences. Whatever your field, you'll be prepared to respond effectively to the needs, challenges and capacities of children and their families, helping them get the best start in life.

## COURSE CONTENT:

The Child Studies course explores a range of topics, using a variety of interactive methods to solidify understanding of course concepts.

The modules studied are listed below. Students will not study all modules however, units of work are developed with the interest of the students taken into consideration.

The content is organised into the following modules:

- |                                 |                                     |
|---------------------------------|-------------------------------------|
| • Preparing for Parenthood      | • Health and Safety in Childhood    |
| • Conception to Birth           | • Food and Nutrition in Childhood   |
| • Family Interactions           | • Children and Culture              |
| • Newborn Care                  | • Media and Technology in Childhood |
| • Growth and Development        | • Aboriginal Cultures and Childhood |
| • Play and the Developing Child | • The Diverse Needs of Children     |
|                                 | • Childcare Services and Careers    |

## ADDITIONAL INFORMATION:

Stage 5 Child Studies reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Students will develop knowledge and understanding of:

- child development from preconception through to and including the early years
- skills required to positively influence the growth, development and wellbeing of children
- factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.



# COMMERCE – 2 YEAR

**Faculty**

HSIE

**Fees**

Nil

**Hours**

200

## COURSE DESCRIPTION:

Commerce is a great course for young adults as they enter the stage of their life where they get jobs, start to earn an income and need to be aware of the world of finance and the law.

Commerce develops knowledge, skills and understanding of consumer, financial, business, legal and employment matters. It develops the students' ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions. Commerce is strongly connected to everyday life and business.

Practical experience in aspects of commerce will be developed. This will include exercises such as starting and running a business, legal case studies, mock trials and becoming financially independent. Students will develop research and communication skills, including the use of ICT.

## COURSE CONTENT:

### Year 9

#### Core Topics

##### Consumer Choice

Student will focus on how to manage their personal finances and what decisions they need to make in relation to spending, saving and managing their money.

##### Personal Finance

Students will focus on how laws are made and their impact on the way society operates.

### Year 10

#### Core Topics

##### Employment Issues

Students will focus on the nature of business and how our economy is changing in the globalised world.

##### Law and Society

Students will focus on the commercial and legal issues relating to the rights and responsibilities of individuals at work.

## ADDITIONAL INFORMATION:

**Electives:** Running a Business, Community Participation, Tourism, Political Parties, Investing, Promoting and Selling, E-commerce, Towards Independence, Globalisation, Our Economy, Law in Action.

Students will have the opportunity to go on excursions to enhance their understanding and learning. Possible places include the Downing Centre Court, The Police & Justice Museum, The Supreme Court and our Local Shopping Centre (Wattle Grove).

Commerce is a course that provides a solid basis for senior study in the following subjects:

- Geography
- Society and Culture
- Legal Studies
- Business Studies

# FOOD TECHNOLOGY – 2 YEAR

<b>Faculty</b>	Technology and Applies Studies (TAS)		
<b>Fees</b>	\$110	<b>Hours</b>	200

## COURSE DESCRIPTION:

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional foods, ethical and sustainable food sourcing, and the environmental impact of food-production processes. Food habits change based on economic, social, cultural, technological and environmental factors. In Australia, as a result of rapid technological change, consumers are confronted with an increasing array of food products designed to complement our changing lifestyles. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in the study of Food Technology. This is essential to the development of sound food habits and contributes significantly to the wellbeing of all Australians. The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

## COURSE CONTENT:

Students will gain:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

## ADDITIONAL INFORMATION:

This course is designed to provide benefit to students both vocationally and for their general life experiences. Career opportunities include pathways in food technology, nutrition and dietetics, hospitality and science.

Food Technology 9 -10 may be extended upon in Years 11-12 in the Food Technology 2 Unit course and Hospitality. Both the junior and senior courses will be concerned with the study of domestic, commercial and industrial applications of food technologies.

**40% OF THIS COURSE IS PRACTICAL COOKING WORK**

# INDUSTRIAL TECHNOLOGY TIMBER - 2 YEAR

<b>Faculty</b>	Technology and Applies Studies (TAS)		
<b>Fees</b>	\$60	<b>Hours</b>	200

## COURSE DESCRIPTION:

The study of Industrial Technology Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology Timber develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. Through the study of Industrial Technology Timber students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects.

## COURSE CONTENT:

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module. Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

These may include:

1. decorative timber products
2. furniture items
3. small bowls or turned items
4. storage and display units
5. storage and transportation products

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

## ADDITIONAL INFORMATION:

80% OF THIS COURSE IS PRACTICAL WORK

# INFORMATION AND SOFTWARE TECHNOLOGY– 2 YEAR

<b>Faculty</b>	Technology and Applies Studies (TAS)		
<b>Fees</b>	\$40	<b>Hours</b>	200

## COURSE DESCRIPTION:

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Information and Software Technology Years 7–10 is a course in which diverse aspects of a students' prior knowledge and skills can be brought together. Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modelling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.

## COURSE CONTENT:

Students will gain:

- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to Information and Software Technology solutions for specific problems.

## ADDITIONAL INFORMATION:

Students will be assessed through written work and practical tasks. Student will also require a flash drive (1GB minimum) and a notebook.

60% OF THIS COURSE IS PRACTICAL WORK

# MUSIC – 2 YEAR

<b>Faculty</b>	MUSIC
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<b>Fees</b>	\$10	<b>Hours</b>	200
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## COURSE DESCRIPTION:

The aim of the Music in Years 9 –10 is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening and to allow a range of music to have a continuing role in their lives.

Students will develop knowledge, understanding and skills in the concepts of music through:

- performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- composing as a means of self-expression, musical creation and problem solving
- listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

## COURSE CONTENT:

The elective course builds sequentially from the mandatory course and is designed for students who wish to extend their musical experiences and learning. The knowledge, understanding and skills gained in the course provide a firm foundation for the study of Music in Stage 6.

In the Music Elective courses, students will study:

- the concepts of music
- through the learning experiences of performing, composing and listening
- within the context of a range of styles, periods and genres.

Concepts of music

- duration
- pitch
- dynamics and expressive techniques
- tone colour
- texture
- structure

## ADDITIONAL INFORMATION:

The elective course requires students to study one compulsory topic – Australian Music – as well as a number of other topics from two defined groups that aim to provide depth and breadth of musical study.

# PHYSICAL ACTIVITY AND SPORTS STUDIES - 2 YEAR

<b>Faculty</b>	PDHPE		
<b>Fees</b>	Nil	<b>Hours</b>	200

## COURSE DESCRIPTION:

The Physical Activity and Sports Studies course is designed to provide opportunities for students to learn about movement and physical activity. Much of this learning will occur through participating in various movement activities.

The course will therefore suit students who:

- enjoy participating in a range of physical activities
- want to further their knowledge and understanding of how the body works
- are interested in examining sports related issues.

## COURSE CONTENT:

The course contains 3 areas of study.

These areas are:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Students must study a variety of modules, with at least one module being from each area during both years (Years 9 and 10). The concepts involved in each module will be explored in both practical and theory lessons to allow students to learn through movement. Students will participate in a wide range of lifelong physical activities including aquatic, recreational and leisure activities, competitive and non-competitive games and individual and group fitness activities. **Students are expected to participate in all practical activities organised as part of the course.** They will learn about how the body moves, analysis of movement performance and assist to improve the performance of others.

## ADDITIONAL INFORMATION:

The experiences provided by this course will promote lifelong physical activity and assist in the appreciation of movement. This course also provides an excellent introduction to the 2 *Unit Personal Development, Health and Physical Education and Community and Family Services* courses available for study in Years 11 and 12.

# VISUAL ARTS – 2 YEAR

<b>Faculty</b>	Visual Arts		
<b>Fees</b>	\$30	<b>Hours</b>	200

## COURSE DESCRIPTION:

The elective course in Visual Arts is written for students who enjoy making images and objects and learning about the world of art.

Art making involves 60% of class time. An art student can expect to also develop their ideas by seeing artworks, collecting images, drawing and experimenting with materials out of school hours to achieve their best results.

Students maintain a Visual Arts Diary, which becomes a document of the course content and the processes involved creating their own art making.

Art criticism and art history involves 40% of class time. Students are introduced to artists who have made artworks on the same topic to assist in developing their own ideas. This part of the course develops knowledge and understanding of the world of art. We explore the conceptual framework of art involving the artist, the artwork, the audience and the world it reflects. Students are taught to look through frames to investigate the meaning and content of artworks. These include Cultural, Subjective, Structural and Post Modern.

Students will complete a research assignment as part of their assessment each semester to reinforce the program content.

## COURSE CONTENT:

What students will do in Art:

The programs involve both making and studying art in themes and topics.

In **Year 9** we focus on “The Face in Art”, and “Fragments”.

Faces and Masks: The portrait is investigated through looking at artists’ portrayal of faces and people, including very personal self portraits. The students use themselves as an exploration into the creation of a self portrait reflecting their interest and personalities.

Next, students will use high quality watercolour paper and inks to create a three mask design inspired by their study of the use of masks in different cultures. Artmaking continues with ceramics and painting on canvas in the Analytical Cubist style within the topic of Fragments.

In **Year 10** the program is based on “The Recurring Theme of Still Life” and “Animals in Art”. Within these topics, a diverse range of cultures, artists’ practice, techniques and media (2D and 3D) are explored.

The Recurring Theme of Still-Life provides an opportunity for a drawing and a painting experimenting with a wide range of mediums to be created using contemporary objects to reflect the student’s technological world. We also study **Animals in Art and Expressionism** creating colourful paintings of animals on canvas.

## ADDITIONAL INFORMATION:

A fee of **\$30** (Year 9) and **\$30** (Year 10) is charged to cover the materials provided to make the artworks.

An excursion in both Years 9 and 10 to the Art Gallery of NSW and the Museum of Contemporary Art provides an exciting opportunity to experience artworks from the past and present.

# CAFÉ SKILLS – 1 YEAR

**Faculty**

Technology and Applies Studies (TAS)

**Fees**

\$60

**Hours**

100

**COURSE DESCRIPTION:**

Holsworthy High School is offering a short 100 hour course in café skills that will give you the confidence to gain experience in a career or part time work in hospitality. In this course you will learn how to prepare great coffee, handle food in a hygienic way, create a variety of other non-alcoholic drinks and prepare basic café food. This skill set will also give you valuable experience, confidence and increased engagement in the school community, setting you up for senior study.

**COURSE CONTENT:**

Students will gain:

- knowledge, understanding and skills related to food hygiene, safety and producing quality food
- skills in working with customers and colleagues
- skills in finance, marketing, communication and customer service
- knowledge and understanding of the significance of social media in the hospitality industry.

**ADDITIONAL INFORMATION:**

THIS COURSE IS 80% PRACTICAL.



# CERAMICS – 1 YEAR

## Faculty

Visual Arts

## Fees

\$10

## Hours

100

### COURSE DESCRIPTION:

This course provides students with the opportunity to develop an understanding of ceramic processes and practice and the ways in which these can be used in making a range of products and artworks.

Ceramics is the art and technology of forming, firing and glazing clay to make a wide variety of products. These range from building materials to ceramic ware such as plates, bowls and drinking vessels, jewellery, sculpture and decorative wall surfaces.

### COURSE CONTENT:

The main topics covered in the Stage 5 100 hour course include:

- Hand building
- Wheel throwing
- Sculptural Forms
- Surface treatments
- Kiln
- Glaze technology

A Ceramic Journal will document the students' concepts, experimentation, investigation and resolution of ideas and ceramic practice.

Students will also interpret and explore the practice of a range of artists and develop an understanding and appreciation for the expressive and utilitarian qualities of Ceramic forms in contemporary and historical works.

The students art making as a resolved ceramic piece and the Ceramic Journal with Critical/Historical Study will be used as part of the student assessment,

60% = Making

40% = Critical Study/Historical Study

### ADDITIONAL INFORMATION:

The ceramics programme will be implemented with safe working practices.

Ceramics in Stage 5 allows students to enhance their study of the Higher School Certificate in Visual Arts, Visual Design and Ceramics .

# DANCE –1 YEAR

<b>Faculty</b>	PDHPE		
<b>Fees</b>	Nil	<b>Hours</b>	100

## COURSE DESCRIPTION:

Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

## COURSE CONTENT:

Dance content is integrated and the study of the elements of dance links the three practices.

Students will engage in an integrated study:

- of the practices of performance, composition and appreciation
- of the elements of dance
- within the context of dance as an art form.

### Performance

Dance is an art that is meant to be performed for an audience. A performance refers to the application of dance technique and performance quality to a dance that communicates an idea. A dance performance can be the informal or formal presentation of a classroom sequence, a student composition, a choreographed dance or an excerpt of a dance work of art which is based on the elements of dance, expresses a concept/intent, ideas and/or styles, and reflects the syllabus outcomes.

### Composition

Dance expresses ideas, feelings and experiences and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

### Appreciation

Dance provides opportunities for students to gain understanding of people, culture and society. In appreciation, students study and analyse dance. They observe and describe performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students' understanding of their own dance performance and composition.

## ADDITIONAL INFORMATION:

Students are required to have a process journal, this is typically an A4 exercise or art book and bring appropriate attire suitable for movement.

# DRAMA – 1 YEAR

<b>Faculty</b>	English
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<b>Fees</b>	Nil	<b>Hours</b>	100
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## COURSE DESCRIPTION:

Drama is the study of humanity - through enacting characters; we try to find out why we do what we do! Drama is fun, creative and imaginative. It is active and experiential learning of the foundation skills needed for the performing arts; catering both for the extroverts and the behind the scenes creatives.

## STUDENTS WILL:

- make drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- perform devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- appreciate the meaning and function of drama and theatre in reflecting aspects of the human experience

## TOPICS IN COURSE:

The elements of drama

- The Actor's Tools – Breath, body and voice
- Improvisation and play building
- Physical theatre, mime and mask work
- Excursions and Incursions to see professional productions of plays
- Production and design skills such as set, lighting, costumes and advertising.

## COURSE CONTENT:

Course content includes:

- Improvisation
- Theatre Sports
- Play-building
- Reading and writing scripts
- Writing and reflecting on personal progress
- Elements of Theatre Production
- Theatre reviews
- Experiencing live theatre

## ADDITIONAL INFORMATION:

Students will also have the opportunity to see live theatre by attending live theatre performances in a variety of settings both at school and on excursions to the theatre. They may also select to be part of our Drama ensemble group that performs at formal assemblies, our annual CAPA night and matinee school performances.

# FILM – 1 YEAR

<b>Faculty</b>	ENGLISH
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<b>Fees</b>	Nil	<b>Hours</b>	100
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## COURSE DESCRIPTION:

This subject provides students with the opportunity to examine film in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. Students will be provided with the opportunity to analyse film concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. This elective also supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society.

## COURSE CONTENT:

### STUDENTS LEARN TO:

- investigate and analyse their and others' experience of film
- examine the relationship between audiences and the media
- understand the codes and conventions that are used to construct film narratives and products
- develop an understanding of traditional and contemporary media forms, products, institutions and industries through theoretical study and practical application
- develop an understanding of the nature, roles, structure and contexts of creation and distribution of media forms and products
- analyse media stories and narratives to understand how meaning is constructed and how audiences are engaged
- develop an understanding of the relationship between the media and audiences that produce and engage with it
- develop the capacity to investigate, examine and evaluate debates around the role of contemporary media and its implications for society
- develop skills in critically understanding the significance and aesthetics of the media
- develop and refine skills in the design, production, evaluation and critical analysis of media products in a range of contexts and forms for different audiences.

## ADDITIONAL INFORMATION:

Students are required to have a book journal, this is typically an A4 exercise book. Students may be provided with the opportunity to view film in a commercial cinema setting.

# INDUSTRIAL TECH MULTIMEDIA

<b>Faculty</b>	Technology and Applies Studies (TAS)		
<b>Fees</b>	Nil	<b>Hours</b>	100

## COURSE DESCRIPTION:

Industrial Technology Multimedia at Holsworthy High School provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia or photography which are enhanced and further developed through the study of specialist modules in photographic or multimedia-based technologies. Practical projects should reflect the nature of the Multimedia/Photography focus area and provide opportunities for students to develop specific knowledge, understanding and skill related to multimedia and/or photography-related technologies. Projects include.

1. Game Development
2. Animations
3. Movie Making
4. Data base design
5. Coding

## COURSE CONTENT:

All students will learn about the properties and applications of multimedia and associated technologies. 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 student learn to do?

The major emphasis of the Industrial Technology Multimedia 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 computer hardware and software 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 projects.

## ADDITIONAL INFORMATION:

80% OF THIS COURSE IS PRACTICAL WORK

# INTERNATIONAL STUDIES – 1 YEAR

<b>Faculty</b>	HSIE		
<b>Fees</b>	Nil	<b>Hours</b>	100

## COURSE DESCRIPTION:

This course allows students to develop an understanding and appreciation of their own culture and the cultures of the world. Students develop knowledge of different cultural practices, values and beliefs to ensure they can become active and productive members of the communities in which they belong.

Students gain a variety of skills by undertaking this course. They become adept at identifying fact, recognising bias and challenging stereotypes. Students also learn to understand and explore interrelationships of cultures, whilst empathising with others at a local, national, regional and global level.

## COURSE CONTENT:

The modules studied are listed below. Students will not study all modules however, units of work are developed with the interest of the students taken into consideration.

The content is organised into the following modules:

- Beliefs
- Gender
- The Media
- Culture on the move
- Travel
- The Performing Arts
- Art and Architecture
- Film and Literature
- Sport
- Family Life
- Food
- Science, Technology and Change
- My Culture
- The Asia-Pacific

## ADDITIONAL INFORMATION:

International Studies enables students to understand and value inclusion, and to respect the rights of others. Students also develop intercultural understanding to participate in and contribute to building a cohesive and just world. This course is an excellent pathway to Stage 6 HSIE subjects such as Society and Culture and Legal Studies.

Students will develop knowledge and understanding of the following:

- the complex, diverse and dynamic nature of cultures
- the increasing interconnectedness of cultures in the contemporary world
- respect for the diversity of cultures
- individual and social responsibility
- equity and social justice

# ITALIAN- 1 YEAR

	<b>Faculty</b>	Languages		
	<b>Fees</b>	\$10	<b>Hours</b>	100

## COURSE DESCRIPTION:

The study of Italian enables students to communicate with others in Italian, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others. Students will use language for communicative purposes such as interacting, accessing and responding and composing. Students will develop an interest in and enjoyment of language learning, appreciate and value their own heritage, culture and identity, appreciate and respect the culture, beliefs and values of others through language learning.

## COURSE CONTENT:

In the Italian course students will develop practical skills in listening, speaking, reading and writing in some of the following situations:

- talking about yourself and family
- social interaction
- travel and movement
- shopping
- eating and drinking
- leisure / holidays / sport
- daily activities

## ADDITIONAL INFORMATION:

Why learn Italian?

- Italians and people of Italian descent make up a large proportion of the Australian population. Italian is one of the most widely spoken languages in Australia other than English. Italian influences are evident in areas of food (pizza, cappuccino), technology (Ferrari, Lamborghini) and fashion (Versace, Armani).
- Italian is a community language in Australia.
- Learning another language increases your cultural awareness and allows you to appreciate cultural difference.
- Learning Italian can improve your career opportunities in the following areas, tourism, hospitality, translating/interpreting and fashion.
- Most important of all, learning another language is fun and exciting!

The course includes a variety of cultural activities. These may include trips to Leichhardt, 'the Italian heart' of Sydney, Italian restaurants and Club Italia.

# OUR PHYSICAL WORLD – 1 YEAR

<b>Faculty</b>	HSIE		
<b>Fees</b>	Nil	<b>Hours</b>	100

## COURSE DESCRIPTION:

This course allows students to develop an understanding of the physical, social, cultural, economic and political influences on people, places and environments. Students develop knowledge of contemporary geographical issues and their management, along with the important interrelationships between people and environments. Our Physical World allows students to explore geography on local, regional and global scales.

Students gain a variety of skills by undertaking this course. They become adept at asking distinctively geographical questions, planning an inquiry, evaluating information and reaching conclusions. Students also engage in fieldwork and learn to utilise other tools such as mapping and spatial technologies, which are fundamental to geographical inquiries.

## COURSE CONTENT:

Modules studied:

The modules studied are listed below. Students will not study all modules however, units of work are developed with the interest of the students taken into consideration.

The content is organised into the following modules:

- Oceanography
- Physical Geography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect
- School-Developed Option

## ADDITIONAL INFORMATION:

Our Physical World enables students to engage with additional Geography content. Students gain a broader understanding of the discipline of Geography and the course provides depth study through a range of fascinating options. This course is an excellent pathway to Stage 6 Geography.

Students will develop knowledge and understanding of the following:

- the features and characteristics of places and environments
- interactions between people, places and environments
- contemporary geographical issues and their management
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens
- the importance of applying geographical tools for geographical inquiry
- the importance of processing and communicating geographical information



# PASSION PROJECT

<b>Faculty</b>	PDHPE
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<b>Fees</b>	Nil	<b>Hours</b>	100
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## COURSE DESCRIPTION:

Passion Project is a brand new 100-hour elective subject offered for the very first time to Year 9 and 10 students. As a subject, Passion Projects is a departure from traditional learning where students learn the same things according to a fixed timetable. Instead, Passion Projects aims to engage students through personalised and real-world learning.

Learning plans are built around student's passions with input from supervising teachers, peers and family. Evidence of learning collected in a portfolio, will be presented at a public exhibition at the end of the year which will form the basis for the yearly assessment.

## COURSE CONTENT:

To complement their Passion Project studies students will:

- Develop goals and a clear vision and plan for the future
- Improve mental fitness and enhance their general health and wellbeing
- Develop essential 21st century learning skills such as collaboration, critical thinking and creativity.

## ADDITIONAL INFORMATION:

It has been shown that people who spend time writing carefully about their future become happier, less anxious and depressed and physically healthier. They become more productive, persistent and engaged in life. This is because thinking about where you are going helps you chart a simpler and more rewarding path through life.

The future authoring component of this subject will help students envision a meaningful, healthy and productive future, three to five years down the track, and to develop a detailed, implementable plan to make that future a reality.

This is an opportunity to design and begin working toward a life they have created not by chance but by design.

Students who select this subject should be:

- Interested in personal development and about how to maximising health and wellbeing
- Interested in learning new skills while learning about something that interests them
- Willing to step out of their comfort zone and take responsibility for their learning.

# TEXTILES (FASHION FORWARD)- 1 YEAR

<b>Faculty</b>	Technology and Applies Studies (TAS)		
<b>Fees</b>	\$60	<b>Hours</b>	100

## 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 fibers 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.

## COURSE CONTENT:

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
- costumes
- 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. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

## ADDITIONAL INFORMATION:

80% OF THIS COURSE IS PRACTICAL

# VISUAL DESIGN – 1 YEAR

<b>Faculty</b>	Visual Arts
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<b>Fees</b>	\$15	<b>Hours</b>	100
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## **COURSE DESCRIPTION:**

In this course students produce individual and or collaborative works, under the supervision of the teacher. The students will develop the knowledge and understanding of the conventions, procedures and strategies of visual design practice. Make visual design artworks and use a visual design journal. Students will develop visual design artworks in a sequenced and sustained way and work towards the development of a folio of work within and across the broad areas of PRINT, OBJECT and SPACE-TIME design.

## **COURSE CONTENT:**

A FOLIO OF WORK is compiled of resolved visual design artworks that demonstrate investigation of ideas and interests.

A VISUAL DESIGN JOURNAL will document the visual design concepts as a record of the development and making of visual design artworks in a structured sequence. It documents evidence of practice, investigation, resolution of concepts, ideas and interests in the world, experiments with media, techniques and personal and evaluative reflection.

Students will also interpret and explore the practice of a range of artists and visual designers to inform their own work and recognise how it is situated in the context of the art world. Students will understand how the artist/artwork/world/audience have been understood in a visual designers practice.

The FOLIO OF WORK and VISUAL DESIGN JOURNAL are used as part of the student assessment.

60% Making

40% Critical study / Historical Study

## **ADDITIONAL INFORMATION:**

The making of Visual Design artworks will be selected from the visual design forms of Print; Object and Space-Time.

The Visual Design forms in the 100hrs course will be:

- Term 1      Print: Poster Design
- Term 2      Object: Body Adornment from recycled materials
- Term 3      Space Time: Animation using Claymation
- Term 4      Object: Indigenous Vessels

The Visual Design program will be implemented with safe working practices.

Visual Design in Stage 5 allows students to enhance their study of the Higher School Certificate in Visual Arts, Visual Design and Ceramics

# WORLD OF MYTHS AND LEGENDS

<b>Faculty</b>	HSIE		
<b>Fees</b>	Nil	<b>Hours</b>	100

## COURSE DESCRIPTION:

World of Myths and Legends is an inquiry into the past that allows students to locate themselves in the broad continuum of human experience. The aim of the course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens. It enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations.

## COURSE CONTENT:

### Topics studied:

Students will study all topics however some units of work are developed with the interest of the students taken into consideration. There will be a focus on skills and practical activities. This includes activities such as an archaeological dig, making models and research projects.

- Topic 1: Constructing History
- Topic 2: Ancient, Medieval and Early Modern Societies
- Topic 3: Thematic Studies
- Film as history
- The Ottoman Empire  
An Asian study  
The Americas
- Myths and Legends

## ADDITIONAL INFORMATION:

Myths and Legends allows students to gain an understanding of how people from the past were influenced by different values, attitudes and motives. This course explores viewpoints and perspectives in the context of studying History. Through a study of History, students engage with a range of human behaviours displayed by the peoples of the past. Students will examine the ways in which historical meanings can be constructed through a range of media with a focus of history as film.

### Students will develop skills in:

- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication