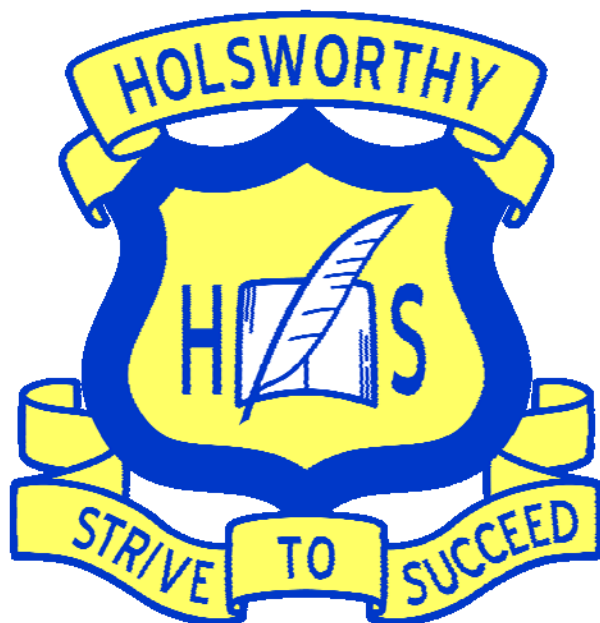


HOLSWORTHY HIGH SCHOOL



JUNIOR PROSPECTUS

YEAR 9 AND 10

YEAR 9, 2019.

YEAR 10, 2020.

<http://www.holsworthy-h.schools.nsw.edu.au>

<http://www.holsworthy-h.schools.nsw.edu.au/years/junior-prospectus>

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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 ADVISER

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 important 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, challenge yourself and remember your role at Holsworthy High School is to always BE THE BEST YOU CAN BE! Good Luck and remember these are two very important years.

Mr. Di Martino
Year 8 Adviser

REQUIREMENTS FOR STAGE 5

All students **must** study:

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

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

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

2 YEAR COURSES

CHILD STUDIES
COMMERCE
FOOD TECHNOLOGY
GRAPHICS TECHNOLOGY
INDUSTRIAL TECHNOLOGY - TIMBER
INFORMATION AND SOFTWARE TECHNOLOGY
MUSIC
PHYSICAL ACTIVITY AND SPORTS STUDIES
VISUAL ARTS

1 YEAR COURSES

CONTEMPORARY WRITING
DANCE
FILM AND PERFORMANCE
FINANCE AND THE STOCK MARKET
GAME DESIGN
INDUSTRIAL TECHNOLOGY - MULTIMEDIA
INTERNATIONAL STUDIES
ITALIAN
OUR PHYSICAL WORLD
STEM
TEXTILES
VISUAL DESIGN
WORLD OF MYTHS AND LEGENDS

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:

<http://www.holsworthy-h.schools.nsw.edu.au/our-school/rules-policies/uniform-policy>

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	Can tell you if you are good at certain subjects
CAREERS ADVISER	Can tell you what subjects (if any) are required for particular careers
YEAR ADVISERS	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 needs more information
AND FINALLY	
YOU	Do your own finding out – use the “Do’s and Do Not’s” to get help from the right people, and Be confident about your decisions.

IT’S YOUR FUTURE!

All students must complete the online subject selection process by following the instruction on page 30 of this handout. A shortened version of the Junior Prospects will be issued on Futures Night.

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.

Please follow the **online instructions** carefully to complete your subject selection process.

Students must print and sign their subject selections and also have a parent sign the selections. Students should return this, with their signed Year 9 pledge to **Mr Ponton** by the **25TH AUGUST, 2018**.

Remember to:

- Read the Subject Selection booklet carefully.
- Choose your preferred **two** (2) subjects from the Year 9 and 10 list , with two reserves, and your preferred **one** subject from the Year 9 only list, with two reserves.

Please note that some of these 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 – 2019

Paper Resource Levy (for all students)	\$65.00
Electives: (as appropriate)	
Child Studies	Nil
Commerce	Nil
Contemporary Writing	Nil
Dance	Nil
Film and Performance	Nil
Finance and the Stock Market	Nil
Food Technology	\$100
Games Design	Nil
Graphics Technology	\$30
Industrial Technology - Multimedia	Nil
Industrial Technology - Timber	\$50
Information & Software Technology	\$25
International Studies	Nil
Italian	Nil
Music	\$20
Our Physical World	Nil
PASS – Physical Activity and Sport Studies <i>(course fee varies with activities and transport)</i>	Nil
STEM	Nil
Textiles	Nil
Visual Arts	\$45 in Year 9 (\$55 in Year 10)
Visual Design	Nil
World of Myths and Legends	Nil

CHILD STUDIES - 2 YEARS

PDHPE Faculty

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. Early childhood is not only astonishingly complex — it's critically important. 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.

Modules studied:

The modules and units 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
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and careers

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.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment.

Students will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Students will develop knowledge and understanding of the following concepts:

- 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 YEARS

HSIE Faculty

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.

Year 9	Year 10
CORE TOPICS	CORE TOPICS
Consumer Choice Students will focus on their role as a consumer and what types of decisions they make when they purchase goods and services	Employment Issues Students will focus on the Commercial and legal issues relating to the rights and responsibilities of individuals at work.
Personal Finance Students 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.	Law and Society Students will focus on how laws are made and their impact on the way society operates.

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

CONTEMPORARY WRITING - 1 YEAR

English Faculty

Do you see yourself as a writer? A journalist or poet? Would you like the chance to have your work published?

Contemporary Writing is a subject that gives young writers the opportunity to hone their craft, publish their work and communicate their ideas to a wider audience. This course will build on the current skills of the student and allow them to create new pieces. Contemporary Writing aims to explore many genres and modes of writing such as:

- Poetry
- Scriptwriting
- Narrative
- Fan fiction
- Genre writing

This immersive course will allow students to experiment with their writing, practise their craft in a free and open space and identify key aspects of language techniques that their favourite writers use. By reading and engaging with texts, such as podcasts, comic strips, plays, Ted talks, short films, short stories and fan fiction; students will follow their unique interests to develop an authorial voice of their own.

Teaching strategies:

Employing fundamental ideas from Project Based Learning pedagogy, this is a course for aspiring writers seeking to become excellent writers. This course will complement and support writing in English and as you progress to the HSC.

DANCE - 1 YEAR

PDHPE Faculty

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts.

The conceptual basis of the study of dance as an art form centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

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.

Knowledge, understanding and skills Students will develop knowledge, understanding and skills about dance as an art form through:

- Dance performance as a means of developing dance technique and performance quality to communicate ideas.
- Dance composition as a means of creating and structuring movement to express and communicate ideas.
- Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

The study of Dance in Years 7–10 builds on the knowledge, skills, understanding, values and attitudes offered in the art form of Dance in the Creative Arts K–6 Syllabus. The Dance syllabus has been developed to make Dance accessible to all students and educators while encouraging the physical, creative and intellectual development of each student. It encourages the creative and confident use of technologies, including traditional, contemporary and emerging applications in information and communication technologies (ICT). It caters for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience. Dance in Years 7–10 provides a pathway to the study of Dance at Stage 6, and encourages participation in and enjoyment of dance throughout life.

FILM AND PERFORMANCE - 1 YEAR

English Faculty

In this creative unit, students will learn the skills that support the development of narrative and experimental Film texts. Filming, editing, sound and performance techniques are explored and employed to create original student work. The Film and Performance unit is an exciting subject designed to unleash the creativity of students interested in visual and performance mediums. A masterclass in skill building on 21st Century Platforms.

Course Scope & Sequence

Students learn about:

- Film grammar
- Visual storytelling: creating meaning and atmosphere
- Film & editing continuity—the 180 Degree Rule, The Rule of Thirds
- Non Linear Editing and Audio techniques
- Performance in a visual medium
- ICT skills
- Script writing and developing original concepts from screenplay to storyboard to screen

Teaching strategies:

Explicit teaching of film components, conventions and ICT skills for Non Linear Editing Tools. Project Based Learning strategies will be employed to activate student learning.

FINANCE AND THE STOCK MARKET - 1 YEAR

Mathematics Faculty

One of the most compelling reasons for people to **invest** is the prospect of not having to work their entire life! By **investing money**, they are getting their money to generate more money. This can be achieved through savings in a bank earning interest or by buying and selling assets such as a small business, shares and or property that increase in value over time.

This course allow students to explore the invaluable investment opportunities available to them in the real world. Students will assess the risks verse rewards of their investments in the share market, property market and other assets compared to savings and bank interest.

In this course, students will put into practice what they are learning by playing the Australian Share Market Game.

Students undertaking this course will:

- Begin to learn and develop good financial skills from an early age
- Learn to manage a budget to help save and invest.
- Develop their knowledge of the share market
- Develop their knowledge of the property market
- Develop an understanding of superannuation and retirement
- Analyse the risks verse rewards of differing investment types
- Gain a greater knowledge of economic and world events

FOOD TECHNOLOGY - 2 YEARS

TAS Faculty

This course enables students to develop a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns.

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.

As well as enhancing students' theoretical knowledge of food technology, a large proportion of the course will be devoted to experimental, investigative and practical components of food technology. The students will be encouraged to design, research, make and manage their own practical investigations. This course has been designed to suit a wide range of students and abilities.

Food issues studies in Year 9 and 10 include:

- Food in Australia
- Food preparation and processing
- Food service and catering
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and health
- Food trends
- Nutrition and consumption

** Students will prepare a range of food and menu items during practical cooking lessons.

40% OF THIS COURSE IS PRACTICAL COOKING WORK

GAME DESIGN - 1 YEAR

Mathematics Faculty

Games are now everywhere; on our computers, consoles and our phones. Board games are no longer just limited to children playing monopoly, instead they are in a resurgence with thousands of quality games being released every year. Game stores are opening all around us.

Designing games involves a variety of real life skills:

Art	Communication	Creativity	Empathy	Logic
Maths	Perseverance	Problem Solving	Psychology	STEM

This course will include:

- Playing Games - to experience a variety of themes and game mechanisms. Keeping a diary of games played and ideas.
- Modifying Games - creating rule tweaks as a stepping stone to larger development.
- Writing Rules - breaking simple games down into clear logical and explainable concepts.
- Prototyping - making new ideas quickly and testing them out (Fail Fast principle).
- Playtesting - each others games and giving quality feedback.
- Theory - understanding different approaches to design.
- Designing Games - using all of the above to create our own games.

The majority of assessment in this course will be based on the completion of group and / or individual projects and class assessments rather than traditional examinations.

Note: Although this course will focus specifically on **Board Games**, the majority of skills developed would also be relevant to electronic game design also.

GRAPHICS TECHNOLOGY - 2 YEARS

TAS Faculty

Graphics Technology aims to develop students understanding, skills and knowledge in graphic drawing and design.

The Course involves:

- Learning the Australian Standards that apply to the Technical Drawings (Architectural/ Engineering).
- Use of both CAD (Computer Aided Drawing) and instruments to produce geometrical, orthogonal, pictorial and 3D Drawings.
- Learn the concepts and procedures of producing architectural (plans, elevations, sections, landscaped), engineering (mechanical components) and product drawing (cabinetry, logos, signage) etc.

NOTE: The graphics course is largely based on using CAD (AutoCAD) and as such students are not required to purchase drawing instruments.

Additional areas of study include:

- Using graphic computer software such as Adobe Illustrator & Photoshop to produce vector graphic and digital images used in advertising, product illustration, and logo design
- Introduction of CAD (computer aided drawing) to produce various project drawings

Course requirements:

- Flash drive- minimum 1 GB.
- Drawing instruments, drawing board, tee square and drawing paper supplied by school.

Study of this course could be beneficial to students wishing to pursue a career involving a design trade, architecture, and engineering or further their studies in graphics. IT forms an integral part of all trade courses as students are required to read, produce and understand drawing plans.

60% OF THIS COURSE IS PRACTICAL WORK

INDUSTRIAL TECHNOLOGY - MULTIMEDIA - 1 YEAR

TAS Faculty

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. These may include:

- Individual photographic images
- Photographic presentations
- Brochures incorporating photographic images
- Photo journals
- Computer animations
- Webpages

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

What will student s learn about?

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.

INDUSTRIAL TECHNOLOGY - TIMBER 2 YEARS

TAS Faculty

Why Choose Industrial Technology Timber?

The aim of the *Industrial Technology Timber in stage 5* is to develop in students knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The course aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Course objectives

In choosing Industrial Technology Timber, students will build capacity in knowledge, understanding, skills, values and attitudes through the following objectives:

- knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices
- knowledge, skills and an appreciation of quality in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of Audiences
- an appreciation of the relationship between technology, leisure and lifestyle activities and further learning
- the ability to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

Course structure

Industrial Technology Timber is divided into two compulsory core modules (50 hours each) that lead into Cabinet 3, 4 and Wood Machining 3, 4 to be studied for not less than 50 hours each. The core modules of Industrial Technology Timber include the design, production and evaluation of practical projects that develop basic understanding and skills.

General Wood 1 Core	General Wood 2 Core	Cabinet Work 3 Wood Machining 3	Cabinet Work 4 Wood Machining 4
------------------------	------------------------	------------------------------------	------------------------------------

Industrial Technology Timber is 80 percent practical student centred work, in a simulated workshop environment.

INFORMATION AND SOFTWARE TECHNOLOGY - 2 YEARS

TAS Faculty

This course aims to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Students will develop:

- 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 individuals and society
- Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems

Students will be assessed through written work and practical tasks.

Course requirements:

- Notebook
- Flash drive- 1 GB minimum

50 % OF THIS COURSE IS PRACTICAL WORK

INTERNATIONAL STUDIES - 1 YEAR

HSIE Faculty

International Studies is an elective course offered to Stage 5 students at Holsworthy High School. This course allows students to develop an understanding of and appreciation for 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 conceptualise and explore interrelationships of cultures, whilst empathising with others at a local, national, regional and global level.

Modules studied:

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

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
- Co-operation between and among cultures and groups
- Empathetic understanding
- Equity and social justice

ITALIAN - 1 YEAR

PDHPE Faculty

Ciao!

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!

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

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

MUSIC - 2 YEARS

PDHPE Faculty

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.

Objectives:

Knowledge, understanding and skills

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.

Values and attitudes

Students will value and appreciate:

- the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

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

Learning experiences

- Performing
- Composing
- Listening

Contexts

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.

OUR PHYSICAL WORLD - 1 YEAR

HSIE Faculty

Our Physical World is an elective course offered to Stage 5 students at Holsworthy High School. 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.

Modules studied:

The modules and units 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

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 the Stage 6 HSIE subject of Geography.

Students will develop knowledge and understanding of the following:

- The features and characteristics of places and environments across a range of scales.
- Interactions between people, places and environments.
- Contemporary geographical issues and their management.
- The varying perspectives of people on geographical issues.
- 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.

PHYSICAL ACTIVITY AND SPORTS STUDIES - 2 YEARS

PDHPE Faculty

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.

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.

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance strategies and techniques • Technology, participation and performance • Event management

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.

STEM - 1 YEAR

SCIENCE TECHNOLOGY ENGINEERING MATHS

TAS Faculty

Course description

Students undertaking STEM at Holsworthy High School learn about science, technology, engineering and mathematics through an integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context. Students will be given a real world problem, develop creative solutions, set a criteria for success and evaluate their solution through inquiry and project-based learning.

What is project based learning?

Project-based learning provides an opportunity for real world connections to be made and contexts explored within the four disciplines of STEM. Project expectations are made at the start of the project and are revisited with checkpoints for understanding using a range of assessment strategies. Students have models and guidelines for high quality work and know what is expected of them to successfully complete the project. Opportunities for reflection, feedback, and modifications are provided through various stages in the project. Technology is used in a range of ways to enhance and promote student learning and deepen understanding. Projects pose important questions for students to think about and inquiries for students to explore. Students engage in critical and creative thinking as they solve the problem presented. Teachers play a crucial role in framing questions and guiding students to think and frame their thoughts and devise possible solutions as they work mathematically, scientifically and technologically to solve problems which present themselves.

What technologies will students be working with?

- Computer/Software Technologies
- Timber Technologies
- Metal Technologies
- Plastic Technologies
- Robotic Technologies
- Textiles Technologies

Why should I choose STEM 100 hours?

Students learn best by making connections, designing, building, testing, evaluating and modifying designs until the project outcomes are achieved. Throughout this process students are actively engaging in critical and creative thinking. They engage in active problem solving by gathering data to inform planning, when they conduct investigations, designing or through the development of prototypes and solutions. They leverage digital technologies throughout the project in communicating findings, solving problems, and assisting with the collation and analysis of data.

TEXTILES - 1 YEAR

TAS Faculty

Course description

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

What will students learn about?

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

- Apparel
- Furnishings
- 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.

VISUAL ARTS - 2 YEARS

Science Faculty

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.

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.

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 framework of art involving the artist, the artwork, the audience and the world it reflects.

The programs approach both making and studying art in themes and topics. In **Year 9** we focus on “The Face in Art”, and “Fragments”. In **Year 10** the program is based on “The Recurring theme of Still life” and “Animals in Art”. Within these, a diverse range of cultures, artists’ practice, techniques and media (2D and 3D) are explored.

Students are taught to look through frames to investigate the meaning and content of artworks. These include Cultural, Subjective, Structural and Post Modern

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

What you will do in Art.

Artmaking: Year 9

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**.

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

A fee of **\$45** (Year 9) and **\$55** (Year 10) is charged to cover the materials provided to make the artworks.

Artmaking: Year 10

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.

VISUAL DESIGN - 1 YEAR

Science Faculty

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.

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 artworld. 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

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.

WORLD OF MYTHS AND LEGENDS - 1 YEAR

HSIE Faculty

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.

Modules studies:

The modules and units studied are listed below. Students will study all modules however some units of work are developed with the interest of the students taken into consideration.

The content is organised into the following modules:

- 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

Stage 5 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.

Stage 5 Myths and Legends provides students with the opportunity to reflect and think critically on the value of the cultural context and influence of traditional practices. A study of History enables students to investigate and appreciate the different ways people of the past managed their lives, their relationships and other aspects of their lives and make an educated comparison to life now.

Students will develop knowledge and understanding of the following concepts:

- Change and continuity of how a societies, events or developments change over time and others remain the same.
- Changing perspectives of people from the past and the different views and experiences from today.
- Contestability: how historians may dispute a particular interpretation of an historical source, event or issue.

Students will develop skills in:

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



Student/Parent Guide to using the Online Subject Selection Module

To register your subject preferences, you **follow these steps**:

- Check your DET email account. <https://student.det.nsw.edu.au/>
- Find the email containing your 'web code'
- Copy the 'web code' from email and visit <http://spring.edval.education>
- Paste your 'web code' into the space provided and press enter.

The screenshot shows the 'Year 9 Electives' selection interface. It features two main sections: 'Main Units' and 'Reserve Units'. Each section contains a table with columns for 'Subject', 'Fee', and 'Units'. The 'Main Units' table has three rows for Priority 1 - 200 Hour Course, Priority 2 - 200 Hour Course, and Priority 1 - 100 Hour Course. The 'Reserve Units' table has four rows for Reserve 1 - 200 Hour Course, Reserve 2 - 200 Hour Course, Reserve 3 - 100 Hour Course, and Reserve 4 - 100 Hour Course. All subject dropdown menus are currently set to 'No selection'. A 'Total' row at the bottom of each table shows a fee of \$0 and 0 units. At the bottom of the interface are 'Cancel' and 'Submit' buttons.

Main Units	Subject	Fee	Units
Priority 1 - 200 Hour Course	No selection	\$0	0
Priority 2 - 200 Hour Course	No selection	\$0	0
Priority 1 - 100 Hour Course	No selection	\$0	0
Total		\$0	0

Reserve Units	Subject	Fee	Units
Reserve 1 - 200 Hour Course	No selection	\$0	0
Reserve 2 - 200 Hour Course	No selection	\$0	0
Reserve 3 - 100 Hour Course	No selection	\$0	0
Reserve 4 - 100 Hour Course	No selection	\$0	0
Total		\$0	0

When Selecting note the following:

- Choose 2 x 200 Hour Courses and 1 X 100 Hour Course.
- The subject you list first must be the one you want the most. The order matters as if you can't have all of your choices the system will try harder to give you your first preference.
- Choose your reserves carefully, not everyone will get all of their first choices.
- The order you put your reserves in matters! Make sure the reserve you list first is the one that you would prefer to be in, if you miss your main choice.
- You will not know which electives you have been allocated until late Term 4.

You must bring a Parent/Guardian signed copy of your selections and the student pledge to Mr Ponton by Friday 24th August.

Location of Subject Displays	
1.	Music
2.	Home Economics
3.	PDHPE & Dance
4.	Visual Arts Foyer
5.	Science & Mathematics
6.	Industrial Arts
7.	HSIE
8.	Language
9.	English

