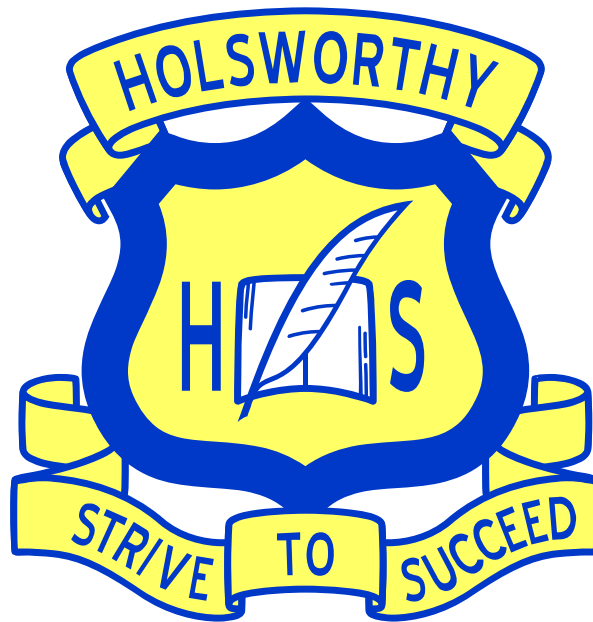


# **HOLSWORTHY HIGH SCHOOL**



## **STAGE 5 PROSPECTUS**

YEAR 9, 2024.

YEAR 10, 2025.

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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 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 School 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.

**Mr McCafferty**  
**Year 9, 2024 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 **                      | DESIGN AND TECHNOLOGY **       |
| INDUSTRIAL TECHNOLOGY - TIMBER **       | DRAMA                          |
| INFORMATION AND SOFTWARE TECHNOLOGY     | FILM AND PRODUCTION            |
| MUSIC                                   | INTERNATIONAL STUDIES          |
| PHYSICAL ACTIVITY AND SPORTS STUDIES ** | ITALIAN                        |
| VISUAL ARTS                             | OUR PHYSICAL WORLD             |
|   | PHOTOGRAPHIC AND DIGITAL MEDIA |
|   | TEXTILES                       |
|   | WORLD OF MYTHS AND LEGENDS     |

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 90% 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, two levels of Mathematics are available:

- Advanced Mathematics
- Standard Mathematics

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 Year 10. Students will gain the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling.

The Careers Education program provides students with an opportunity to develop knowledge and understanding of the 'world of work', the role of education, employment and training. Students will be able to recognise their aspirations, their rights and responsibilities at work, employer expectations and the diversity of work opportunities.

This process will allow students to make informed decisions in regard to their transition from Year 10 to senior school, tertiary education or the workplace.

Students will have the opportunity to complete the 'Work Ready' program during the year, as well as receive significant support in subject selection. They will complete their resumes and participate in interview techniques.

## 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 Advisers. The purpose of these lessons is to enhance self motivation, increase academic and personal achievement and improve school satisfaction. 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, 'Digital Thumbprint' from Optus, and other community networks.

## 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. |
| AND FINALLY      |   |
| YOU              | Do your own research – use the “Do’s and Do Nots” to get help from the right people, and ....<br><br>Be confident about your decisions.                     |

## SUBJECT SELECTIONS

All students must complete the online subject selection process by following the instructions on page 27 of this handout.

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 to the **Office** on **Friday 11 AUGUST, 2023**.

### 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 – 2024**

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

|                                |                                      |
|--------------------------------|--------------------------------------|
| Food Technology                | \$110                                |
| Industrial Technology - Timber | \$ 80                                |
| Visual Arts                    | \$ 40 in Year 9<br>\$ 40 in Year 10) |

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

|                       |       |
|-----------------------|-------|
| Café Skills           | \$ 60 |
| Ceramics              | \$ 20 |
| Design and Technology | \$ 50 |
| Textiles              | \$ 30 |

# 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.

Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.



# 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 and Financial Decisions

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 the impact of legal issues on how society operates. The topic also examines the importance of changing the law to reflect our modern technological world.

### Year 10

#### Core Topics

#### Employment and work futures

Students will focus on the contribution that work makes to the individual and society. The topic also examines the workplace, changing nature of work and different types of employment people can pursue.

#### The economic and business environment

Students will focus on the nature of business and how our economy is changing in a globalised world. The topic also examines the nature of business markets and the role of supply and demand.

## 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

# INDUSTRIAL TECHNOLOGY TIMBER - 2 YEAR

|                |                                      |              |     |
|----------------|--------------------------------------|--------------|-----|
| <b>Faculty</b> | Technology and Applies Studies (TAS) |              |     |
| <b>Fees</b>    | \$80                                 | <b>Hours</b> | 200 |

## COURSE DESCRIPTION:

The study of Industrial Technology 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 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 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>    | Nil                                  | <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.

60% OF THIS COURSE IS PRACTICAL

# MUSIC – 2 YEAR

|                |       |
|----------------|-------|
| <b>Faculty</b> | MUSIC |
|----------------|-------|

|             |     |              |     |
|-------------|-----|--------------|-----|
| <b>Fees</b> | Nil | <b>Hours</b> | 200 |
|-------------|-----|--------------|-----|

## 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. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multi-faceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

# VISUAL ARTS – 2 YEAR

|                |             |              |     |
|----------------|-------------|--------------|-----|
| <b>Faculty</b> | Visual Arts |              |     |
| <b>Fees</b>    | \$40        | <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

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

## COURSE DESCRIPTION:

Cafe skills 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 beverages 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 skills.

Course work can include:

- hygienic work practices
- managing, organising and coordination of Cafe 2173
- prepare espresso coffee
- practical food preparation
- cafe trends
- cafe development

Practical catering can include:

- Staff lunches
- P&C Christmas in July
- Holsworthy High School Showcase
- ANZAC and Remembrance Days
- coffee making
- student lunches

## ADDITIONAL INFORMATION:

This course is 80% PRACTICAL

Students will be required to complete a minimum of 4 days at Cafe 2173 before school

Students will be required to use the allocated apron for the year.



# CERAMICS – 1 YEAR

|                |             |
|----------------|-------------|
| <b>Faculty</b> | Visual Arts |
|----------------|-------------|

|             |      |              |     |
|-------------|------|--------------|-----|
| <b>Fees</b> | \$20 | <b>Hours</b> | 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 .

# DESIGN AND TECHNOLOGY - 1 YEAR

## Faculty

Technology and Applies Studies (TAS)

## Fees

\$50

## Hours

100

### COURSE DESCRIPTION:

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify, and evaluate ideas. Students experiment with tools, materials, and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

### COURSE CONTENT:

Through Project-based learning and Practical experiences students will develop an holistic approach of:

- Design processes
- Activity of designers

Students will design projects that incorporates all aspects of the design processes used. Based on student interests, they will be guided through a range of context areas such as:

- Digital Technologies
- Engineered Systems
- Information and Communication Technologies
- Food Technologies
- Material Technologies
- Agriculture

### ADDITIONAL INFORMATION:

Focus design projects may include:

Environmental, software solutions, aeronautical, transport systems, food packaging, nutrition, 3D modelling/animation, graphics, architecture, jewellery, polymers, textiles and metals.

This course is 80% Practical.

# DRAMA – 1 YEAR

|                |         |              |     |
|----------------|---------|--------------|-----|
| <b>Faculty</b> | English |              |     |
| <b>Fees</b>    | Nil     | <b>Hours</b> | 100 |

## 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 AND PRODUCTION – 1 YEAR

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

## COURSE DESCRIPTION:

This subject provides students with the opportunity to examine film in both historical and contemporary contexts, whilst learning and developing their skills in the practical components of film production. Students will be provided with the opportunity to learn about and examine film concepts, genres, forms, narrative tropes, and aesthetic choices through analytical film viewings and deconstructions. Students will gain knowledge on each department/ area of film production and will get experience developing a variety of these roles through practical film making projects. Film studies will give students the opportunity to explore the extensive world of film production whilst developing both their creative and analytical skill sets.

## COURSE CONTENT:

Students learn to:

- Develop their skills in the practical components of film production including:
  - \* Film Design
  - \* Sound Design
  - \* Script Writing
  - \* Directing
  - \* Cinematography
  - \* Lighting
  - \* Editing
- Analyse film genres and movements through the viewing of film
- Examine tropes and techniques used in film making
- Investigate and analyse their and others' experience of film
- Collaborate with their classmates in the creation of a variety of short film productions
- Develop skills and knowledge in the analysis and discussions of film theory
- Utilise their iPads for film planning, shooting and editing

## ADDITIONAL INFORMATION:

Students will be using their iPads and available apps for film making processes .  
This course is 60% practical

# INTERNATIONAL STUDIES – 1 YEAR

**Faculty**

HSIE

**Fees**

Nil

**Hours**

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

**Faculty**

Languages

**Fees**

Nil

**Hours**

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

# PHOTOGRAPHIC AND DIGITAL MEDIA – 1 YEAR

|                |             |              |     |
|----------------|-------------|--------------|-----|
| <b>Faculty</b> | Visual Arts |              |     |
| <b>Fees</b>    | Nil         | <b>Hours</b> | 100 |

## COURSE DESCRIPTION:

In this course students produce individual and or collaborative work under the supervision of the teacher. The students will develop their knowledge and understanding of the conventions, procedures, and strategies of Photographic and Digital Media.

Students will learn about:

- different photographic and digital media practices in still, interactive and moving forms
- the operation of photographic and digital media technologies available to them
- techniques and processes for developing and making photographic and digital media works
- the development of photographic and digital media works overtime
- photographic and digital artists and how they work and their artworks
- the role of audiences in relation to photographic and digital works
- responding to and interpreting photographic and digital works
- communicating personal experiences and responses
- communicating issues and ideas of personal significance.

## COURSE CONTENT:

FOLIO OF WORK is compiled of resolved photographic and media artworks that demonstrate investigation of ideas and interests presented as topics of study. A Digital Imaging Diary (DID) will document the different photographic and digital media practices in a structured sequence. The DID 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 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 digital artist and photographer's practice.

## ADDITIONAL INFORMATION:

The FOLIO of WORK and Digital Imaging Diary is used as part of the student assessment.

60% = MAKING

40% = CRITICALSTUDY/HISTORICAL STUDY

Participation in selecting, manipulating, and printing images indicates exploration of ways to develop ideas in photographic and digital works and exploration of a variety of photographic and digital works that reflect personal experiences, responses or a point of view.

The making of Photographic and Digital Media artworks will be selected from the forms of pinhole camera, photograms, digital camera, iPad, Apps on iPad, mobile phone. Such experiences as Engaging with techniques and processes involved in wet photography, e.g. taking photographs using various cameras; using darkroom techniques and processes. Experiment with methods of importing images into a computer, e.g. techniques of scanning images from various sources using a digital camera and drawing on the desktop using a mouse or stylus pen.

The Photographic and Digital Media program will be implemented with safe working practices.



# TEXTILES - 1 YEAR

|                |                                      |              |     |
|----------------|--------------------------------------|--------------|-----|
| <b>Faculty</b> | Technology and Applies Studies (TAS) |              |     |
| <b>Fees</b>    | \$30                                 | <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

# 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 – Vikings
- Topic 3: Thematic Studies - Serial Killers
- Film as history - Vampires
- The Ottoman Empire  
An Asian study  
The Americas
- Myths and Legends - Witchcraft

## **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



## 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.

 Choice

Year 9 Electives

| Main Units                   | Subject                                   | Fee   | Units |
|------------------------------|---|-------|-------|
| Priority 1 - 200 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
| Priority 2 - 200 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
| Priority 1 - 100 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
|                              |   | Total | \$0 0 |

| Reserve Units               | Subject                                   | Fee   | Units |
|-----------------------------|---|-------|-------|
| Reserve 1 - 200 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
| Reserve 2 - 200 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
| Reserve 3 - 100 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
| Reserve 4 - 100 Hour Course | <input type="text" value="No selection"/> | \$0   | 0     |
|                             |   | Total | 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 to the Office by Friday 11 August, 2023.