



HOLSWORTHY HIGH SCHOOL

**SUBJECT SELECTION INFORMATION
2025**

YEAR 10 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 ADVISERS

Entering Year 10 is a very important step in your schooling career as it gives you the opportunity to select and study an elective subject over the next year. 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 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 O' Neill, 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 Ryan

Year 10 Adviser

REQUIREMENTS FOR YEAR 10

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 10 only** from the list below:

1 YEAR COURSES
CAFÉ SKILLS**
CERAMICS
DESIGN AND TECHNOLOGY **
DRAMA
ENTERTAINMENT
INTERNATIONAL STUDIES
ITALIAN
PHOTOGRAPHIC AND DIGITAL MEDIA
TEXTILES
VISUAL DESIGN
MYTHS AND LEGENDS

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/policies-archive/2019_School_Uniform_Policy.pdf

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 education or the workplace. They 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 develop 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 be confident about your decisions.

SUBJECT SELECTIONS

All students must complete the online subject selection process by following the instructions on page 19 of this handout.

Students entering Year 10 choose one elective subject for Year 10 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 23 AUGUST, 2024**.

Remember to:

- Read the Subject Selection booklet carefully.
- Choose your preferred subject from the 1 Year Course list, with two reserves.

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

SUMMARY OF COURSE PAYMENTS FOR ELECTIVES YEAR 10 – 2025

1 Year Electives (100 Hour)

Café Skills	\$ 60 \$ 5 Apron Hire
Ceramics	\$ 20
Design and Technology	\$ 50
Entertainment	\$ 25
Textiles	\$ 40
Visual Design	\$ 20

CAFÉ SKILLS – 1 YEAR

Faculty	Technology and Applied Studies (TAS)		
Payment	\$60 plus \$5.00 apron hire)	Hours	100

COURSE DESCRIPTION:

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

COURSE CONTENT:

Students will gain:

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

ADDITIONAL INFORMATION:

THIS COURSE IS 80% PRACTICAL.

CERAMICS – 1 YEAR

	Faculty	Science and Visual Arts		
	Payment	\$20	Hours	100

COURSE DESCRIPTION:

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

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

COURSE CONTENT:

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

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

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

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

The student's 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 Applied Studies (TAS)		
Payment	\$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 a 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

Faculty	English		
Payment	Nil	Hours	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.

ENTERTAINMENT – 1 YEAR

	Faculty	PDHPE, Music and Language		
	Payment	\$25	Hours	100

COURSE DESCRIPTION:

Entertainment focuses on developing students' creative and technical skills in audio, lighting, and visual effects for shows and events. Through hands-on projects, students learn to plan and execute solutions for real-world entertainment scenarios. They investigate current industry practices, analyse technical data, and generate innovative ideas. By experimenting with advanced tools, materials, and technologies, students gain the expertise to produce professional-quality audio systems, lighting designs, and visual presentations, effectively addressing the needs and challenges of the entertainment industry.

COURSE CONTENT:

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

- **Audio Techniques**
Students will learn about sound systems, mixing, and microphone techniques to create high-quality audio for various events.
- **Lighting Design**
This topic covers the basics of lighting setups, colour theory, and lighting control systems to enhance stage and event presentations.
- **Visual Displays**
Students will explore how to create engaging visual presentations using projectors, screens, and other visual technologies.
- **Industry Practices**
An overview of how the entertainment industry operates, including roles, responsibilities, and best practices.
- **Creative Idea Generation**
Developing innovative concepts for audio, lighting, and visual setups through brainstorming and creative thinking exercises.
- **Hands-on Projects**
Students will apply their knowledge in real-world projects, gaining practical experience in managing and producing audio, lighting, and visual displays.

A project journal will document the students' ideas, experimentation, investigation, and the execution of their projects.

Students will also study and analyse the work of various professionals in the entertainment industry to understand and appreciate the art and science behind successful audio, lighting, and visual productions.

The students' projects and their project journal will be used as the student assessment.

ADDITIONAL INFORMATION:

This Stage 5 Entertainment Industry course lays the groundwork for the Stage 6 VET course, equipping students with essential skills in audio, lighting, and visual technologies. Students gain practical experience and knowledge, preparing them for advanced studies and careers in the entertainment industry.

This course is 70% Practical.

INTERNATIONAL STUDIES – 1 YEAR

Faculty	HSIE		
Payment	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	PDHPE, Music and Language		
Payment	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.

PHOTOGRAPHIC AND DIGITAL MEDIA – 1 YEAR

	Faculty	Science and Visual Arts		
	Payment	Nil	Hours	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

Faculty	Technology and Applied Studies (TAS)		
Payment	\$40	Hours	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 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.

COURSE CONTENT:

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

- apparel
- furnishings
- costumes
- textile arts
- non-apparel

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

What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

ADDITIONAL INFORMATION:

80% OF THIS COURSE IS PRACTICAL

VISUAL DESIGN – 1 YEAR

	Faculty	Science and Visual Arts		
	Payment	\$20	Hours	100

COURSE DESCRIPTION:

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

COURSE CONTENT:

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

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

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

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

- 60% - Making
- 40% - Critical study / Historical Study

ADDITIONAL INFORMATION:

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

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

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

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

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

MYTHS AND LEGENDS – 1 YEAR

	Faculty	HSIE		
	Payment	Nil	Hours	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.

- | | |
|---|--|
| <ul style="list-style-type: none"> · Topic 1: Constructing History · Topic 2: Ancient, Medieval and Early Modern Societies · Topic 3: Thematic Studies | <ul style="list-style-type: none"> · Film as history · The Ottoman Empire
An Asian study
The Americas · Myths and Legends |
|---|--|

ADDITIONAL INFORMATION:

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

Students will develop skills in:

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



Student/Parent Guide to using the Online Subject Selection Module

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

- The link for subject selection will be emailed to your DET email account.
- Find the email containing your 'web code'
- Copy the 'web code' from email and visit <https://my.edval.education>
- Paste your 'web code' into the space provided and press enter.

Note: Your form will only have three boxes. One Main choice of 100-hour courses, and 2 reserve choices.

When Selecting note the following:

- Choose 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 23 August**.