



LUCAS HEIGHTS COMMUNITY SCHOOL

Course Selection Years 9 and 10

2024

Contents

Introduction

Mandatory Core Subjects	3
Elective Courses	3
The Selection Process	4
Which electives should I choose?	4
RoSA – Record of School Achievement	5

Section A – Mandatory Core Subjects

English	8
Mathematics	8
Science	8
Australian Geography	9
Australian History	9
Personal Development, Health and Physical Education (PDHPE)	9

Section B – Elective Subjects

200hr Course List	10
Commerce	11
Design and Technology	12
Food Technology	13
Industrial Technology – Timber	14
Marine Studies	15
Spanish	16
Visual Arts	17
100hr Course List	18
Child Studies	19
Computing Technology	20
Dance	21
Drama	22
Food Technology	23
Global Education	24
Industrial Technology – Engineering	25
Industrial Technology – Timber	26
Italian	27
Marine Studies	28
Music	29
Photographic and Digital Media	30
Physical Activity & Sports Studies (PASS)	31
Textiles and Design	32
Visual Arts	33
War and Terror	34
Course Costs	35
Summary of Elective Subjects	36



Introduction

The high school curriculum at Lucas Heights Community School is organised into three Stages – Years 7 and 8 (Stage 4), Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6).

This information booklet has been written to assist parents and students in the selection of subjects for the next two years of their schooling as they enter Stage 5 at the end of this year.

The curriculum at Lucas Heights Community School is developed to cater for a range of individual student needs.

Courses Occupy Two Categories:

Category A – Mandatory Core Subjects:

Students must complete a series of compulsory subjects to fulfill the requirements of Stage 5. These subjects are:

- English
- Mathematics
- Science
- Australian History and Australian Geography
- Personal Development, Health and Physical Education
- School Sport

Note: Students will be allocated to a Mathematics course based on their performance in Stage 4.

Category B – Elective Courses:

Lucas Heights Community School follows a diverse pattern of elective subject selection. Educational research suggests that students in the middle years of high school benefit from choice and the opportunity to experience a wide range of learning options.

Students are given the opportunity to study **five** elective subjects over two years thus increasing the experiences students have and improving access to the range of subjects offered.

In Year 9 students will study **ONE** 200-hour elective and **TWO** 100-hour electives. In Year 10 students will study the **SAME** 200-hour elective as in Year 9 and **TWO OTHER** 100-hour electives (different to those studied in Year 9).

The Selection Process

1. Distribution of an initial subject selection booklet to all Year 8 students.
2. Information evening for all Year 8 students and their parents/caregivers, held on Tuesday 8 August at 5pm in the junior school hall.
3. Complete page 36 of booklet and bring to school completed, including signature of parent and student, on Friday 11 August to complete online subject selection process.

Students will receive individualized instructions outlining the process including passwords and activation windows.

4. Analysis of initial subject selection and formulation of subject groupings.
5. Subject allocation from initial choices based on subject groupings will take place in term 4.

Students must choose both 200 hour and 100 hour subjects **in order of preference.**

Which electives should I choose?

Choosing electives for Stage 5 study can be a difficult and sometimes confusing exercise. Parents may find it helpful to keep in mind the following advice:

- *keep subject selection as broad and as well-balanced as possible.*
- *choose subjects in which students have an interest and/or aptitude.*
- *vocational choices and specialisation are not necessary at this stage – but will become more important when choosing Year 11 subjects.*
- *all courses are appropriate for all students, regardless of gender.*

This booklet contains descriptions of each subject being offered at this stage to enable you to make an informed subject choice.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) came into effect for the 2014 Year 10 cohort. The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

Mandatory curriculum requirements

Students are required to complete the following mandatory curriculum for the RoSA:

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

School attendance

Rules relating to school attendance remain unchanged. Under these rules, the Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Issuance of RoSA documentation by the Board of Studies

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify the NSW Education Standards Authority (NESA) of eligible students leaving school at the end of Year 10, 2025. The Record of School Achievement will be provided by NESA in printed format. Students leaving school who do not meet the RoSA requirements may be issued with a printed Transcript of Study.

In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (i.e. English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

'N' determinations

'N' determinations are issued for the non-completion of requirements in a course.

The 'N' determination process for Year 10 students is unchanged from previous years. Schools should continue to issue warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an 'N' determination in a course. A sample warning letter is available for schools to download from *Schools Online*.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the principal's determination. A flowchart detailing the determination and appeal dates is available on *Schools Online*.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- **is ineligible for the award of the RoSA if they leave school at the end of Year 10**
- **may be ineligible to enter Preliminary (Year 11) courses.**

Section A

Mandatory Core Subjects

English

The study of English in Stage 5 cultivates skills in the six modes of literacy: reading and writing, listening and speaking, viewing and representing.

Students respond to and compose a comprehensive range of imaginative, factual and critical texts, giving careful consideration to each text's purpose, audience and context.

Through their close and broad engagement with texts, students explore beyond their own personal world to the wider world of different cultures and perspectives and the limitless world of imagination.

Along these virtual journeys, students will grow as confident and proficient communicators and users of language.

Mathematics

The 7–10 Mathematics syllabus, introduced in 2012, aims to develop mathematical skills and confidence in students appropriate to their level of development. It emphasizes the ability to investigate and reason logically, solve non-routine problems and communicate about and through mathematics.

Students develop their mathematical skills and understanding according to a K–10 Mathematics Scope and Continuum within each strand (Number and Algebra, Measurement and Geometry, Statistics and Probability). In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (Years 9–10).

Science

Students study Science at school to help them make sense of the world around them and develop their ability to make informed decisions. In Stage 5 we continue to develop scientific investigation skills and processes through the study of topics which have been designed to integrate concepts from the traditional areas of Physics, Chemistry, Biology and a combination of all three in either a Forensics unit or a Project based learning unit.

As part of their Stage 5 course, students will undertake three major research projects. These will be on topics of the student's choice, negotiated with their teacher. These are designed to provide students with opportunities to develop their abilities to apply scientific investigation skills and processes to areas of their own interest and draw links between the work of scientists and the effects their work has on society, technology and the environment.

Australian Geography

By the end of this mandatory course, students will be able to explain geographical processes that change features and characteristics of people and environments over time. Students analyse the interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations across our world. Students explore concepts of changing environments, analyse global differences, human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Geographical inquiry extends knowledge and understanding and allows us to make information sociocultural decisions in regards to our planet. The key geographical skills of inquiry-based learning; collection, analysis and evaluation of data; trend and pattern forecasting; decision making for solutions; and empathy for different perspectives are all critical in the process of geographical inquiry.

Australian History

The study of History is concerned with investigating the actions, motives, beliefs and lifestyles of people at various times in the past in order to gain an understanding of present and possible future world developments. Unlike history teaching in the past, it is not concerned with simply memorising dates and facts. Throughout years 9 and 10, we will continue to foster students' skills in investigation and critical thinking. Students are encouraged to critically evaluate and interpret evidence; develop reasoned hypotheses; make balanced judgments about past events and the role that various groups and individuals have played; and communicate ideas using a variety of technologies.

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional and physical development of students. It provides opportunities for students to learn about and practice ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement, providing experiences that are both challenging and enjoyable and improves their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

PDHPE provides the opportunity for students to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Parents who are concerned about the content of the course are asked to contact the KLA coordinator for further information. Students who have medical concerns which may affect their performance or safety during physical activities are required to inform their PDHPE and Sport teachers at the beginning of the course.



Section B

200 Hour Elective Courses

Students undertake **ONE** of the following subjects for two years:

Commerce

Design & Technology

Food Technology

Industrial Technology Timber

Marine Studies

Spanish

Visual Arts

Commerce

As future participants in the commercial environment, our students will assume various roles such as consumer, worker, owner, manager, unionist and taxpayer. A study of Commerce should guide students towards an understanding of Australia's changing commercial environment and enhance their personal competence to participate responsibly in this environment.

Subject matter in the Commerce course has been structured into seven broad areas – business, consumer, government, labour, law, money and records and 'e'-commerce. In each of these areas, Commerce provides opportunities for students to:

- develop knowledge and understanding of commercial information and concepts
- develop a range of skills such as decision-making and critical thinking
- explore and develop attitudes and values related to the commercial environment and their involvement with it.

Core topics studied include consumer choice, personal finance, law and society and employment issues. Students also get to study a range of options including travel, investing, promoting and selling, towards independence and political involvement.

Students engage in the analysis of a wide range of material including:

- Interactive websites
- Film and documentary study
- Newspapers and journals
- Online simulations
- Role plays and case studies.

A study of Commerce not only assists students with developing a better understanding of their interactions with the commercial environment, but also develops skills and knowledge beneficial to senior studies. This interactive course involves the constant examination and analysis of real-life events and decisions that students may face, creating confident and financially literate members of society.

No subject fee applies to this course.



Design and Technology

Design and Technology involve designing, producing and evaluating quality intended solutions. Students engage in a range of practical activities during the development of design projects.

Design project

A design project is the main learning activity of students during a unit of work and culminates in the designed product and documentation (folio).

The product and documentation will be assessed equally.

Documentation of student work is used as a tool for student learning. The documentation provides the student with a means of recording all aspects of the design process utilised, the reasons for the decisions made, and any relevant case studies. The documentation will provide evidence of the investigation and research undertaken, experimentation, development and justification of ideas, the process of realisation and design project evaluation.

Students undertaking the 200-hour course will complete between two to three work units in Year 9.

Product Design – e.g. Child's toys, Games boxes and Architectural design

Design projects will be created so that they are relevant to student needs and interests of students.

In Year 10, students will undertake a Major Design Project – producing a product and an associated folio using materials chosen by the student. The nature of this project will allow students to pursue a self-identified design problem to promote innovation and creativity.

A subject fee applies to this course. Please refer to pages 35-36 for details.

Food Technology

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 working practices and legislation in food production. It also provides students with a context to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding are fundamental to developing food-specific skills, which students can then apply in various contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

The course caters to all students' needs and interests through a study of food and its applications in domestic, commercial, industrial, and global settings. It contributes to both vocational and general life experiences.

A key feature of the 200-hour course will be the inclusion of Master Class: (Invention tests, Mystery Box, and Team Challenge activities).

Topics covered include:

Unit	Unit Name
Food Selection and Health	Eat Well / Live Well
Food for Special Occasions	Festivities
Food in Australia	Foods Down Under
Food Product Development	New Food!
Food Service and Catering	My Restaurant Rules!
Food For Specific Needs	Food For Life
Food Trends	Trendy Foods

A subject fee applies to this course. Please refer to pages 35-36 for details.



Industrial Technology – Timber

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the broader community. A primary emphasis is the use of Computer-Aided Design to communicate and present design concepts and the full range of Microsoft software applications.

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses, including Industrial Technology Timber and Furniture Industries, engineering Studies and/or Design and Technology.

Why would I do this course?

This course enables you to have fun designing and working with timber products. Projects produced in this course may include a jewellery box, a side table, a footstool and a serving tray.

Marine Studies

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest

The Marine and Aquaculture Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

What students learn:

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements:

- To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Marine and Aquaculture Technology Years 7–10 may be studied as a 200-hour course. Students undertaking the 200-hour course are required to complete:

- Core 1 AND any ten option modules.

A subject fee applies to this course. Please refer to pages 35-36 for details.

Spanish

Course Description

Do you want to learn about the best foods Spain and Latin America has to offer? Perhaps you want to explore the ancient sites or dynamic rainforests in Central America? Maybe you want to improve your Spanish on the sports field, increase your job opportunities in the future or make new friends? Whatever the reason, learning another language is fun!

Learning a foreign language, such as Spanish, provides students with an opportunity to engage with the linguistic and cultural diversity of the Hispanic world and its people. It is estimated that over 580 million people speak Spanish, which qualifies it as the second most spoken language by number of native speakers. Second language acquisition helps to broaden a student's horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Spanish is spoken across four different continents which offers students a broad and rich range of cultural experiences. The study of Spanish in Years 9 and 10 may be the basis for further study in Stage 6, and for future employment within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

Content

This Spanish Elective course builds on the mandatory 100 hours of study in year eight. The aim of the Stage 5 course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal educational and vocational benefits.

Topics in this two-year course will include:

- Spanish food and cooking
- Travel and tourism
- Home and School
- Daily Routines
- Entertainment – Films and Music
- Shopping
- Hobbies and Leisure Activities
- Cultural Celebrations and Festivals

Students will be required to have a strong interest in, and an enthusiasm for, language learning. A willingness to communicate orally is important, as well as a curiosity for developing intercultural understanding in addition to a good work ethic. To be an effective language learner requires consistent application.

Excursions and Incursions for this course may include:

- The Sydney Spanish & Latin American film festival.
- Ordering and eating a meal in a Spanish restaurant.
- Learning how to prepare traditional Spanish meals.
- Preparing and celebrating significant cultural events.
- Traditional Yerba Mate drinking ceremonies.
- Spanish music and dance workshops.
- Museums.

A subject fee applies to this course. Please refer to pages 35-36 for details.



Visual Arts

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of Art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical contexts, and enables students to represent their ideas and interests in artmaking. Visual Arts enables students to become informed about, understand and write about their contemporary world and give them an opportunity to find their voice about their world.

The course is ideal foundation for senior studies in the 2-unit Visual Arts course, which is a full ATAR subject for the Higher School Certificate.

Art Making:

Students will learn about the pleasure and enjoyment in creating and making different kinds of Artworks in 2D, 3D, 4D forms. They will explore a range of materials and techniques in traditional forms such as painting, drawing, ceramics, printmaking, as well as more contemporary forms such as site-specific works, installations, film and digital media and other advanced ICT forms.

Through studying Visual Arts, students will build a body of work over time and develop creative approaches through artistic experimentation. Students will learn how to make informed personal choices and judgements, recording their art making processes and procedures in their Visual Arts Process Diary. Students will consider how art is shaped by different beliefs, values and meanings and how their own lives and experiences can influence their art making.

Critical and Historical Studies:

Through Critical and Historical studies, students will learn how artists including painters, sculptors, architects, designers, photographers and ceramicists make artworks. Students will develop research skills and investigate and respond to a wide range of artists and artworks, and learn to interpret and explain the function of and relationships in the art world between the artist, artwork, world and the audience.

The key feature of the 200-hour course is a deeper level of investigation and exploration of content, with more opportunity for practical skill development in a wider variety of media. Students develop more autonomous practice and learn strength in artistic reflection and resolution.

Course Requirements

Students are required to keep a Visual Arts Process Diary (these may be purchased at various vendors)

A subject fee applies to this course. Please refer to pages 35-36 for details.



Section B

100 Hour Elective Courses

Students undertake **FOUR** of the following subjects –
Two will be studied in Year 9 and Two in Year 10:

Child Studies

Computer Technology

Dance

Drama

Food Technology

Global Education

Industrial Technology – Engineering

Industrial Technology – Timber

Italian

Marine Studies

Music

Photographic and Digital Media

Physical Activity & Sports Studies

Textiles and Design

Visual Arts

War and Terror



Child Studies

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the well-being and development of children in the critical early years in a range of settings and contexts.

Throughout the course, students will develop skills that enhance their ability to:

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.

Content covered includes:

- Preparing for Parenthood
- Conception to Birth
- Newborn Care-Food
- Nutrition in Childhood
- Growth & Development
- Play and the Developing Child
- Childcare Services & Career Opportunities
- The Diverse Needs of Children
- Health and Safety in Childhood

Computer Technology

The Computing Technology course offers an exciting opportunity to explore digital solutions and computing technologies. Students develop valuable skills applicable to real-world contexts. Emphasising computational thinking, design, and systems analysis, the course equips students with essential abilities in data analysis, programming, and secure data management. By acquiring these skills, students become prepared to make meaningful contributions in our technology-driven society. Throughout the course, students may delve into captivating projects, including data analysis, user experience design, web/app development, mechatronic systems, and simulations/games. This comprehensive exploration fosters creativity, problem-solving, and adaptability, empowering students to excel in the dynamic field of computing technology.

What will students learn about?

Students will have the opportunity to develop technical knowledge and skills, social awareness, project management and thinking skills in Enterprise Information Systems and Software Development, through the areas of:

- Modelling networks and social connections
- Designing for user experience
- Analysing data
- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software.

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution in the form of a project and folio. Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the selected focus areas of study.

What equipment is required?

This course will make extensive use BYOD devices particularly for homework/assessment requirements.

A subject fee applies to this course. Please refer to pages 35-36 for details.



Dance

The study of dance as an art form is the basis of the elective Dance. It promotes the development of a student's creativity, imagination and individuality as well as physical skills. The Dance elective consists of three key areas of study: performance, composition and appreciation.

Performance

Performance is based on the development of dance technique. Technique training is based on the fundamentals of ballet and modern dance however it will be extended throughout a variety of dance styles. Students will learn about safe dance practices and acquire appropriate strength, flexibility, coordination, endurance and skill. Students will develop a working knowledge of the basic physiology of the human body as it relates to a dance and the common causes, prevention and care of dance injury.

Composition

Composition is based on the expression of ideas, feelings and experiences through movement. Students will engage in problem solving tasks and develop the ability to create personal dance compositions that communicate ideas.

Appreciation

Appreciation provides opportunities for students to gain an understanding of people, culture and society through dance. Students will observe and describe dance compositions as works of art. Students will develop the ability to analyse dance works within a social, historical or cultural context.

Dance as a subject is a positive means for increasing a student's self-esteem and confidence as well as a means for exercising the body and relieving stress.

No subject fee applies to this course.



Drama

The study of Drama in Stage 5 offers a variety of learning experiences. Drama is an active study in which students will have the opportunity to develop their ability to communicate effectively, with increased skill and confidence, as well as gain an increased awareness of self and others. Drama requires discipline, listening skills and the ability to work both individually and in groups. Students will participate in their own drama performances as well as gaining a critical understanding of the performance of others.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society. Through the study of the elements of drama, students learn the practices of improvisation and play building. Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

Students will learn to utilise the elements of drama that will aid in their confidence when performing for audiences. These include – Role and character, Focus, Tension, Time, Place, Situation, Space, Structure, Sound, Movement, Rhythm, Moment, Atmosphere, Symbol, Dramatic meaning and Audience engagement. Students are given the opportunity to perform scripted pieces as well as creating their own play-built pieces.

No subject fee applies to this course.

Food Technology

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 working practices and legislation in food production. It also provides students with a context to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding are fundamental to developing food-specific skills, which students can then apply in various contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will allow them to select and use appropriate ingredients, methods and equipment.

The course caters to all students' needs and interests through a study of food and its applications in domestic, commercial, industrial, and global settings. It contributes to both vocational and general life experiences.

Topics covered include:

- Food Selection and Health
- Food in Australia
- Food Trends
- Food for Special Occasions

A subject fee applies to this course. Please refer to pages 35-36 for details.



Global Education

Issues concerning climate change, human rights and natural disasters are today dominating media headlines, government policy and business strategy. Understanding the interactions between people and the environment is essential to gaining a better understanding of our own role in the world and developing strategies to combat these global issues. Active citizenship and individual responsibility are being promoted to overcome global issues in an attempt to develop ecologically sustainable environments. Global Education equips students with the knowledge and skills to become active and informed citizens who have the confidence to shape their own, and their world's future.

Global Education is for students who are interested in exploring the social and cultural world around them through project-based learning, fieldwork, independent research, communication and using a variety of information and communication technologies.

Students in Global Education have opportunities to develop knowledge, understanding and soft skills in:

- Where we are in the world both physically and geopolitically. Students develop a sense of social responsibility and display active citizenship by engaging critically with social issues, and takes considered action for the welfare, dignity, social justice and human rights of others at the local, national and global levels.
- Field work by exploring the processes that form and transform contemporary and past societies, cultures and environments. This includes action research and the importance of the interaction between people and their global environments.
- Researches effectively and ethically, showing critical discernment towards information and the media.
- Our future and its sustainability including an examination of climate and consumption, globalisation and the global market, free versus fair trade and corporate responsibility.
- Communicating effectively with individuals and groups to work cooperatively in a cross-cultural setting. This includes empathising with and appreciating the diverse beliefs and values of different societies and cultures.

In terms of course content, this is a skills and student-interest directed course, where students have the opportunity to be involved in determining the topics studied based on prior knowledge and experience as well as current social and environmental issues.



Industrial Technology – Engineering

Industrial Technology Engineering provides broad experiences in a range of mediums focusing on understanding 'how things work'. Students gain experience in researching and using materials such as timber, metals, polymers, composite materials, and graphics in the design and development of creative projects. Students will be presented with design situations requiring research and investigation of existing solutions to generate, justify and evaluate a range of individual and group projects.

The course is a 'hands-on practical subject aiming to introduce students to a range of concepts associated with engineering.

Projects may include designing, producing, and evaluating a bottle rocket car, rocket, model bridge, combination lock, and an alternate energy-transportation device.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the broader community. A primary emphasis is the use of Computer-Aided Design to communicate and present design concepts and the full range of Microsoft and Adobe software applications.

Why would I do this course?

This course enables you to have fun, investigate existing solutions and engineer new projects.

Industrial Technology – Timber

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 using tools, materials and techniques related to timber which is enhanced and further developed through the study of a specialist module.

Practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber technologies.

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

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the broader community. A primary emphasis is the use of Computer-Aided Design to communicate and present design concepts and the full range of Microsoft software applications.

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses, including VET Construction and/or Design and Technology.

Why would I do this course?

This course enables you to have fun designing and working with timber products.

Projects produced in this course may include a jewellery box, side table, footstool or a serving tray.

A subject fee applies to this course. Please refer to pages 35-36 for details.



Italian

Do you want to learn about the best foods Italy has to offer? Perhaps you want to explore the ancient sites of Rome and learn how to travel around Italy? Maybe you want to be able to speak a second or even a third language to make new friends or communicate with relatives? Whatever the reason, learning another language can be fun so you should consider Italian as an elective!

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its people. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. All students will learn how to read, write, listen and speak in Italian. Students will have the opportunity to explore what it means to be a global citizen and draw links to their own cultural heritage. For students with an Italian background, the study of language consolidates and reinforces language skills needed to maintain links within the community. This course will provide all students with opportunities to experience and deepen their understanding of diverse traditions and culture.

No pre-requisite applies to this course however students will greatly benefit in having their own technology devices to use in class and at home.

The topics in this course can include:

- Italian Cuisine
- Travel and Tourism
- Italian Renaissance and Current Popular Culture
- The World of Italian Fashion and Sport
- School Life and Further Education
- Health and the Environment

Excursions and Incursions may include:

- Restaurants
- Gelato Tasting
- Pizza making workshop
- Bocce Workshop
- Theatrical performances
- Movies
- Museums



Marine Studies

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments.

Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest

The Marine and Aquaculture Technology Years 7-10 course includes Life Skills outcomes and content for students with special education needs.

What students learn:

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied.

Course requirements:

- To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.
- Marine and Aquaculture Technology Years 7-10 may be studied as a 100-hour course.

Students undertaking the 100-hour course are required to complete:

- Core 1 AND any five option modules.

A subject fee applies to this course. Please refer to pages 35-36 for details.



Music

Course Prerequisites

All students who have completed Mandatory Music course in Year 7 last year.

Course Description

The course is suitable for all students with an interest in Music.

All students will have the opportunity to develop their musical abilities and potential. Music is a form of creative intelligence that has many wide-reaching benefits, both culturally and individually.

Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. Music activates both the left and right brain hemispheres at the same time and can maximise learning and improve memory.

At an individual level, music is a medium of personal expression. It assists in social relationship development, physical dexterity and intellectual capacity. It enables the sharing of ideas, feelings and experiences. It can relieve stress and provide a means for relaxation. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice of performers, composers and audiences.

Course Aim

To develop the skills and knowledge necessary for:

- An understanding of music
- Active participation in performing, composing and listening
- Increasing aural awareness
- Awareness and appreciation of cultural traditions, past music traditions and present practices
- Responding to music in an individual and educated way
- Increased enjoyment of music

A subject fee applies to this course. Please refer to pages 35-36 for details.



Photographic and Digital Media

Photographic and Digital Media is a creative subject offering students the opportunity to explore both traditional photography and the more contemporary fields of digital photography and computer-based imaging. This course emphasises the imaginative development of visual ideas as well as the technical qualities and skills inherent in photographic and digital visual media. Students will support their image making through the study of a range of photographers and digital artists.

Photographic and Digital Media may be studied in combination with Visual Arts and Visual Design in working towards the RoSA accreditation. The course is an ideal foundation for senior studies in the 2 Unit Visual Arts, which is a full ATAR subject for the HSC. A large number of careers require a creative and critical understanding of photographic and digital visual media. These include industrial and commercial photography, multimedia and graphic design and the film, television, advertising and communication industries.

Examples of course content:

Photography

Students will be introduced to the skills of photo taking and the creative possibilities that are offered through understanding camera functions and lighting. This will include the operation of manual SLR and digital cameras, film processing techniques and the use of studio lighting. Darkroom experience will include the use of an enlarger, chemical processing and the use of experimental techniques such as solarisation, toning and photomontage.

Digital Media

Students learn creative techniques using DSLR and film cameras, printers and scanners, as well as software to manipulate, edit and create digital images and film, such as Adobe Photoshop (available as a free download through the DET for use on BYOD). The course fee covers consumable materials used during the course. Students will greatly benefit in having their own technology devices for use in class and at home.



Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies promotes learning through and about movement, providing students with opportunities to develop their movement skills, analyse movement performance and assist in the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. Extensive theory of physical activity, sport in society and enhancing participation and performance are studied in the course.

Participation in regular physical activity is essential to improving health status and quality of life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted 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.

Examples of course modules for 100-hour PASS:

- Sports Coaching
- Body Systems and Energy for Physical Activity
- Physical Activity and Sport for Specific Groups
- Nutrition and Physical Activity
- Participating with Safety
- Event Management
- Issues in Sport
- Physical Fitness
- Recreational games
- Technology, Participation and Performance

In PASS, students are provided with opportunities to participate and engage in a range of physical activities not included in Year 7-10 PDHPE. For example:

- Coaching students from our K-6 school
- Working with students from our Support Unit
- Snow Sports Ski trip OR Outdoor Education camp
- Personal & Group Fitness sessions



Textiles and Design

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work will include the investigation and experimentation of textile items which will enable students to discriminate their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and use contemporary technology in their project work. Completing projects is integral to developing skills and confidence in manipulating and using a range of textile materials, equipment, and techniques.

Students will investigate the work of textile designers and, from this research, make judgments about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Students will be challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects will allow students to be creative, independent learners and explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making, and encourage individuals to express ideas and opinions.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed, emphasising their economic, social, and environmental consequences.

Units of work will be from the focus areas:

- Apparel – Sloppy joe
- Furnishings – Ottoman
- Textile Arts & Costume – Cape design

Unit	Unit Name	Project
Textiles & Society	Textiles in Time	Furnishings ottoman
Properties & Performance of Textiles	What makes textiles	Textile Arts
Design	Colour My World	Apparel & Costume

A subject fee applies to this course. Please refer to pages 35-36 for details.



Visual Arts

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical contexts, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

The course is an ideal foundation for senior studies in the 2 unit Visual Arts course, which is a full ATAR subject for the Higher School Certificate.

Art Making

Students will learn about the pleasure and enjoyment in creating and making different kinds of artworks in 2D, 3D and 4D forms. They will explore a range of materials and techniques in traditional forms such as painting, drawing, ceramics, printmaking, as well as more contemporary forms such as site-specific works, installations, film and digital media and other advanced ICT forms.

Through studying Visual Arts, students will build a body of work over time and develop creative approaches through artistic experimentation. Students will learn how to make informed personal choices and judgements, recording their art making processes and procedures in their Visual Arts diary. Students will consider how art is shaped by different beliefs, values and meanings and how their own lives and experiences can influence their art making.

Critical and Historical Studies

Through Critical and Historical Studies, students will learn how artists including painters, sculptors, architects, designers, photographers and ceramicists make artworks. Students will develop research skills and investigate and respond to a wide range of artists and artworks, and learn to interpret and explain the function of and relationships in the art world between the artist, artwork, world and audience.

Course requirements

Students are required to keep a Visual Arts Process Diary (these may be purchased at various vendors).

A subject fee applies to this course. Please refer to pages 35-36 for details.



War and Terror

War and Terror is a unique History course that has been designed to enable students to use a wide variety of research techniques whilst accessing areas of Modern History not covered in the core history syllabus. Topics will focus on the study of war and terrorism in the 20th and 21st centuries. Students studying War and Terror will gain access to an historical perspective of the social and political sphere of the world today. Ultimately, the course aims to allow students to contribute to a just society through informed citizenship.

Students will be given the opportunity to enhance their analytical and research skills through a variety of research mediums including films, documentaries, computer simulations, and web based documents, photos, illustrations and propaganda cartoons.

Below is a list of focus areas that students will have the opportunity to examine during the course:

- Australian Massacres of the 19th Century: Giving local perspectives of war, students will examine the Appin, Myall Creek and Port Arthur massacres and the manner in which they have been reported by examining bias and a change in social perception of the events.
- World War II: Personalities, conflicts, propaganda and the aftermath of the war that should never have been. Key personalities and events including Pearl Harbour, Hiroshima, prisoners of war, General Macarthur and Hitler will be examined.
- The Age of Terror: Examines the rise of terrorism in the 20th and 21st centuries. Through media and documentary analysis, students examine how the world has changed under the threat of terrorist groups such as Hamas, Al Qaeda, PLO, IRA and events like 9/11 and Munich.
- Heroes and Villains of the 20th Century: Students will be given the opportunity to study a significant personality who has shaped the world during the 20th/21st centuries including Hitler, Stalin, Pol Pot, Ghandi, Mandela, Mugabe as well as other notable figures including, for example, Ted Bundy and Jeffrey Dahmer.

This unique course encourages students to develop their research skills through the study of a wide variety of source material. Students also develop their writing skills through a variety of class activities and in-depth individual tasks in an area of special interest to the student.



Course Costs

Please read this information carefully.

Some subjects have an up-front Specialist Subject Charge which covers consumables and materials used in the learning process and practical work. Others may incur some costs for activities such as workshops or excursions which require payment as they arise and which cannot be calculated beforehand. Selection of courses which incur charges is deemed to indicate the family's agreement and understanding that these costs are accepted and will be promptly paid.

Electives with a subject fee need to be paid by Term 1 Week 4

Schedule of Charges

Course	200hr Fees	100hr Fees
Child Studies		\$35
Commerce	Nil	
Dance		
Design & Technology*	\$140 (\$70/year)	
Drama		
Food Technology*	\$240 (\$120/year)	\$120
Global Education		NIL
Industrial Technology – Engineering		\$50
Industrial Technology – Timber*	\$180 (\$90/year)	\$90
Computing Technology		\$30/year
Italian		\$35
Marine Studies	\$100 (\$50/year)	\$50
Music		\$30
Photographic and Digital Media		\$65
Physical Activity & Sports Studies		\$40
Spanish	\$70 (\$35/year)	
Textiles and Design**		\$50
Visual Arts	\$130 (\$65/year)	\$65
War and Terror		Nil

* A Safety kit including an apron (\$10) is required if students do not have an apron from Years 7 & 8.

** Students will be required to purchase their own fabric for a number of units.



Summary of Elective Subjects

200hr Courses Choose ONE subject for 2 years of study	100hr Courses Choose FOUR subjects to be studied for 1 year, two per year
<p style="text-align: center;">Commerce</p> <p>Design & Technology (\$140 – \$70/year)</p> <p>Food Technology (\$240 – \$120/year)</p> <p>Information and Software Technology (\$60 – \$30/year)</p> <p>Industrial Technology – Timber (\$180 – \$90/year)</p> <p>Marine Studies (\$100 – \$50/year)</p> <p>Spanish (\$70 – \$35/year)</p> <p>Visual Arts (\$130 – \$65/year)</p>	<p>Child Studies (\$40)</p> <p>Dance</p> <p>Drama</p> <p>Food Technology (\$120)</p> <p>Global Education</p> <p>Industrial Technology – Engineering (\$60)</p> <p>Industrial Technology – Timber (\$90)</p> <p>Italian (\$35)</p> <p>Marine Studies (\$50)</p> <p>Music (\$30)</p> <p>Photographic & Digital Media (\$65)</p> <p>Physical Activity and Sports Studies (\$40)</p> <p>Textiles and Design (\$50)</p> <p>Visual Arts (\$65)</p> <p>War and Terror</p>
<p style="text-align: center;">FOR PLANNING ONLY:</p> <p>200hr Course (see above)</p> <p>Choice: _____</p> <p>(reserve: _____)</p>	
<p>*Students CANNOT do the 200hr course AND the 100hr version of the same course</p>	
<p style="text-align: center;">100hr Courses (see right)</p> <p>Choice 1: _____</p> <p>Choice 2: _____</p> <p>Choice 3: _____</p> <p>Choice 4: _____</p> <p>(reserve: _____)</p>	



Stage 5 Subject Selection Choices – 2024/25

This form needs to be completed and signed by the student identified on the form along with a parent/carer. This form **MUST** be returned to the Deputy Principal at the completion of the online selection process at school.

First Name: _____

Surname: _____

200hr SUBJECT	PRIORITY 1
200hr SUBJECT	PRIORITY 2

100hr SUBJECT	PRIORITY 1
100hr SUBJECT	PRIORITY 2
100hr SUBJECT	PRIORITY 3
100hr SUBJECT	PRIORITY 4
100hr SUBJECT	PRIORITY 5
100hr SUBJECT	PRIORITY 6

This is an acknowledgment that I, the student identified on this form, and the parent/carer identified on this form, agree to the subjects outlined to be entered into the electronic subject selection system at school.

Student Signature: _____ Parent name: _____

Date: _____ Parent signature: _____



Course Selection Notes