

**Killara**  **High School**

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**Year 9 2025**

**ELECTIVE COURSE  
INFORMATION  
BOOKLET**

**Year 9 2025**  
**ELECTIVE COURSE INFORMATION**  
**BOOKLET**

**Updated June 2024**

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# Introduction

This booklet provides information about the courses offered to students in Stage 5 (Years 9 and 10) at Killara High School. These courses are as specified for the attainment of Stage 5 accreditation by NSW Education Standards Authority (NESA), the authority responsible for the syllabuses studied by all students in NSW. NESA is responsible for curriculum in NSW schools, including the structure and process of its implementation in line with the Australian curriculum. The development of the Australian curriculum has been coordinated by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Credentialing, and related assessment requirements and processes, remain the responsibility of NESA. Students in Years 9 and 10 must study the mandatory courses and two electives to meet the requirements of NESA for the completion of Stage 5.

In Term 2, Year 8 students express interest in studying their preferred elective courses, including the option to study an accelerated Stage 6 course. Students who express interest in the accelerated courses will need to complete additional selection criteria as to their eligibility to study these courses and will be notified of the outcome before the course is included in their pattern of study. **Please note – the expression of interest process does not guarantee placement in the first preference courses in every instance.** Students are asked to nominate reserve courses into which they will be placed should it not be possible to meet their first or second preference.

## Mandatory Courses

English

Mathematics

Science

Geography }  
History } incorporating Civics and Citizenship

Personal Development, Health & Physical Education (PDHPE)

## Elective Courses offered

### **Creative & Performing Arts (CAPA)**

Visual Arts

Music

Photographic and Digital Media

### **English**

Drama

## **Human Society and Its Environment (HSIE)**

Commerce

Events that Changed the World

Global Studies

## **Languages**

Chinese

French

German

Hebrew

Japanese

## **Personal Development, Health and Physical Education (PDHPE)**

Physical Activity and Sports Studies (PASS)

## **Technology and Applied Studies (TAS)**

Design and Technology

Food Technology/Hospitality

Industrial Technology – Multimedia

Industrial Technology – Timber

Computing Technology

Textiles Technology

## **Elective Accelerated Courses**

Aboriginal Studies – Stage 6 course

## **Course Selection Considerations**

In Years 9 and 10, assessment of mandatory and elective courses will be entirely school based and Course Performance Descriptors as specified by NESA will be relied upon for the submission of grades for each student to NESA.

Often students make their decisions about choosing courses without seeking the advice of those who are best able and willing to give it. If students need help, they or their parents are advised to discuss a pattern of study with the Year 8 Adviser, Head Teachers in any of the above courses, Stage Head Teachers and/or the Careers Advisers. These people are all available to help students.

It is most important that course selections are made with the understanding that the selection of a course does not guarantee a particular course will be included in the 2024 timetable. The identification of courses that are eventually included in the 2024 timetable will depend on the availability of teachers and necessary resources.

As a starting point, read this book carefully. It has been designed to help make elective course choices and provide information about the mandatory courses in Stages 4 and 5.

# MANDATORY COURSES

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## English

### Stages 4 and 5 (Years 7 to 10)

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

### **CONTENT AND TEXT REQUIREMENT FOR STAGE 5 NSW Syllabus for the Australian Curriculum**

As the focus of learning **in each Stage**, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least **one** Shakespeare play **in Stage 5**)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences (might include literature by authors with diverse backgrounds and experiences, including authors with disability)
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

The new NSW syllabus for the Australian Curriculum states that the selection of texts MUST give students experience of:

- texts by Aboriginal and Torres Strait Islander Peoples
- Australian literature
- picture books
- poetry and texts that feature wordplay and figurative language
- classic and contemporary literature which include cultural and linguistic diversity
- narrative texts that include examples of character (the term 'narrative' refers to an account of events or related experiences that can be real or imagined)
- texts that provide information in different forms
- texts that include persuasive arguments presented in different forms
- plays
- decodable texts

### **English as an Additional Language or Dialect Education (EAL/D) Support in Stages 4 and 5**

EAL/D support is provided in all years.

In Stages 4 and 5, EAL/D teachers are involved in team teaching in conjunction with subject teachers to establish contact with individual students and provide them with assistance in a range of courses.

In addition, more intensive support may be offered through English, Science, History and Geography where students can be placed in classes that have a strong language and literacy focus. These courses may be taught by EAL/D teachers who follow the prescribed course syllabuses.

Some EAL/D students in Years 7 and 10 are also supported through participating in the school's peer tutoring program.

EAL/D students who do not receive specialist language support in a particular course and who may need occasional support may approach any of the EAL/D teachers at any time to arrange for assistance.

Parents of EAL/D students are welcome to make contact with EAL/D teachers at any time.



# Mathematics

## Stages 4 and 5 (Years 7 to 10)

Mathematics is a compulsory course in Stages 4 and 5. Years 7 to 10 follow the NSW syllabus for the Australian curriculum which emphasises the development of knowledge, skills and understanding through the study of

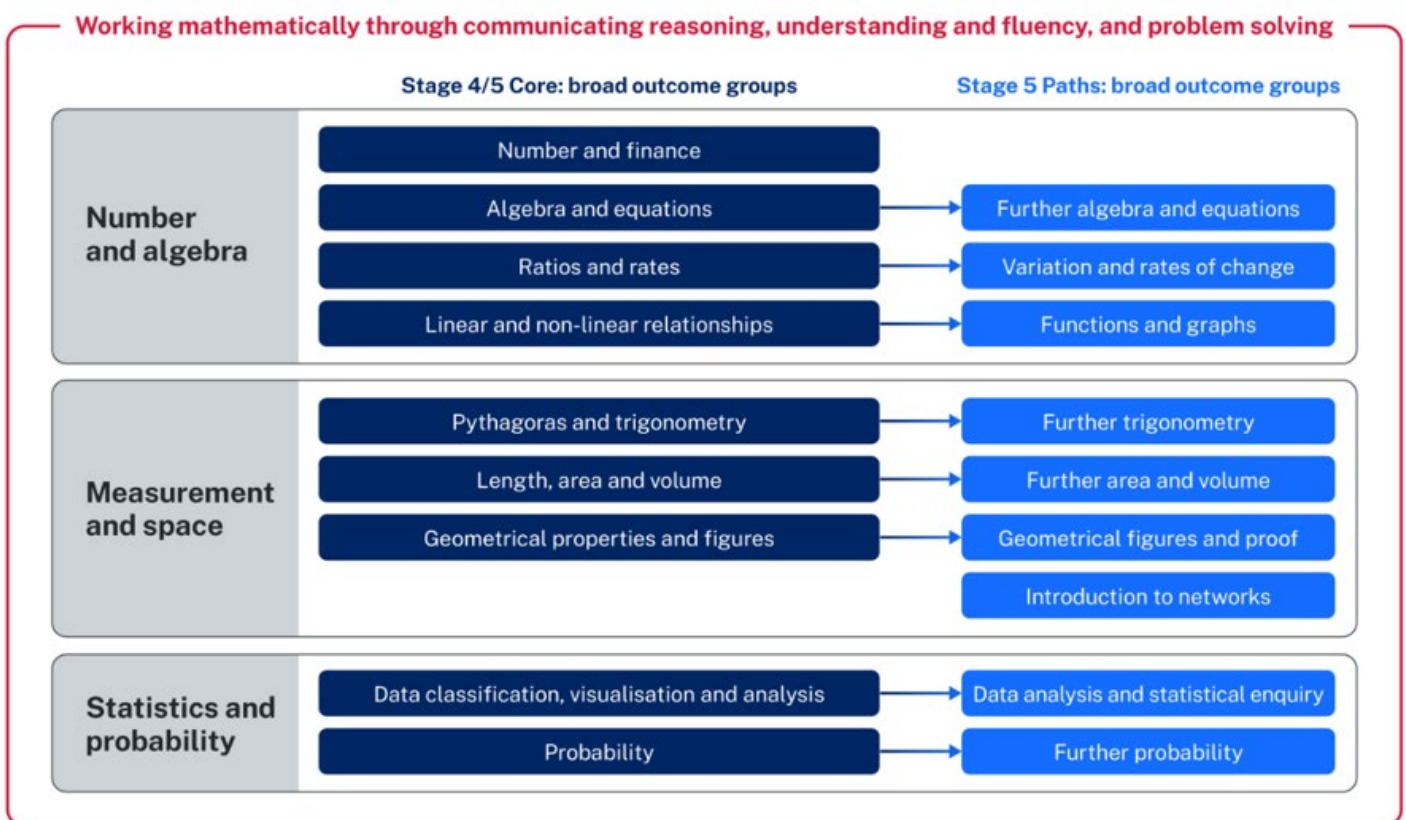
- Number and Algebra,
- Measurement and Space, and
- Statistics and Probability.

There is one overarching 'working mathematically' outcome, which describes the thinking and doing of mathematics. Students demonstrate their progress toward this outcome by:

- exploring and connecting mathematical concepts,
- choosing and applying mathematical techniques to solve problems, and
- communicating their thinking and reasoning coherently and clearly.

The 7-10 Mathematics course has a 'Core-Paths' structure, designed to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.

- **Core** outcomes provide students with the essential foundation for Mathematics Standard 2 in Stage 6. Although it is acknowledged that students learn at different rates and in different ways, the aim is for most students to demonstrate understanding of the Core outcomes.
- **Paths** provide access to higher level concepts. Paths are used to progress students towards Stage 6 courses and may be implemented at any time.



# Science

The study of Science in Stages 4 and 5 develops students' scientific knowledge and understanding, skills, values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity.

The course follows the NSW Syllabus for the Australian Curriculum which was introduced in 2014. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

The Knowledge and Understanding area of the course includes:

- the history of science
- the nature and practice of science
- applications and uses of science
- implications of science for science and the environment
- current issues, research and development
- models, theories and laws and structures and systems related to the physical world, matter, the living world and earth and space.

Skills which students will develop include:

- planning investigations
- conducting investigations
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams.

Students will be encouraged to develop positive values and attitudes towards themselves, others, learning as a lifelong process, science and the environment. These aspects of the Science course are presented as units of work built around a context, which is the framework used to make them meaningful to students.

In Year 10, topics have been designed to give students a good appreciation of the different disciplines within Science.

In both Stages 4 and 5, each student is to undertake a Student Research Project. This project will involve investigation, communication of ideas and findings and evaluation. Class time will be allocated for this project during the course. The project could be related to areas covered in class or another area of particular interest to the student. The Stage 5 project will be an individual task.

Assessment of student achievement is based on the syllabus outcomes and employs a variety of tasks to enable assessment of the range of outcomes. In Stage 5, Course Performance Descriptors for Science are applied to assessment tasks to determine a grade which is submitted to NESA for each student.

# Human Society and Its Environment (HSIE)

It is **mandatory** that students study 100 hours each of History and Geography in Stage 4 (Years 7 and 8).

In Stage 5 (Years 9 and 10), students are required to study 100 hours each of World and Australian History and Australian Geography.

## Geography (Mandatory)

Geography is the study of the world around us, both physical and human. Geography enables students to investigate the physical, social, economic, political, legal and technological factors that influence where things are and why they are there. They also learn to appreciate the ways in which humans interact with the environment. The development of critical thinking and a knowledge of current affairs are central to the course.

Through the study of Geography, students will develop an interest in, and informed and responsible attitudes towards people, cultures, societies and environments with a commitment to a range of social issues. These include ecological sustainability, a just society, intercultural understanding, informed and active citizenship and life-long learning.

The study of Geography requires students to have skills to access and use a range of information and communication technologies.

Fieldwork is a mandatory part of the study of Geography and these field trips are carefully selected to achieve syllabus outcomes.

### Stage 4 (Years 7 and 8)

In Year 7 and 8, students are taught the mandatory Geography component of the course, where four themes are investigated, namely:

- Investigating the World
- Global Environments
- Global Change
- Global Issues and the Role of Citizenship.

### Stage 5 (Years 9 and 10)

Students must study Australian Geography and Australian History in Years 9 and 10. Grades based upon the application of Course Performance Descriptors for a range of assessment items will be submitted to NESA for aspects of Australian Geography and History, incorporating Civics and Citizenship. Students in Year 9 and Year 10 will study the NSW Syllabus for the Australian Curriculum.

The Focus Areas are:

- **Sustainable Biomes**

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?

- **Changing Places**

- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?

- **Environmental Change and Management**

- How do environments function?
- How do people's world views affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?

- **Human Wellbeing**

- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

# **History (Mandatory)**

The study of History as a discipline enables students to understand the present through the past. The past is inescapable, for without knowledge of where we have come from, it is difficult to fully understand the present. History enables students to understand Australia within an international context and to consider ways of improving the quality of society through influencing the processes of change. Students in Years 7 to 10 study the NSW Syllabus for the Australian Curriculum.

Careers in this century will continue to go to people who can analyse ideas, people who can understand the points of view of others and organise a wide range of ideas and knowledge into persuasive arguments. These are the skills that the study of history develops.

History in Stages 4 and 5 is based on an inquiry approach which is intended to enable students to develop skills in investigation, analysis and interpretation, critical thinking, problem-posing, problem-solving, communication and ICT. Site studies are an essential part of both Stages 4 and 5. These skills will assist students in the acquisition and internalisation of knowledge now and in their future learning.

History is a mandatory course. It is divided into World History: Ancient, Medieval and Modern for Stage 4 and Global History: The Modern World and Australia for Stage 5.

## **Stage 4 – The Ancient World to the Modern World**

The Stage 4 program aims to tap students' tremendous interest in other societies and in other times. This is achieved by the study of people, personalities, events and different ways of living from early and ancient societies through to the medieval and modern world. The course begins with the acquisition of the historian's essential investigative skills and the study of ancient societies including Egypt and China.

Medieval Europe or the Vikings are studied in depth to enable students to gain an understanding and appreciation of this fascinating period. Our annual Medieval Day is a popular and valuable part of our study. The other areas of study include Japan under the Shoguns and the Spanish Conquest of the Americas.

Stage 4 History has a strong "hands-on" focus, including craft, role-play, discussion and independent research involving a variety of technological processes.

## **Stage 5 – The Making of the Modern World**

Stage 5 includes the study of the history of the modern world. It examines this period of rapid change in the ways people lived, worked and thought, addressing key concepts and ideas such as nationalism, imperialism, colonisation and conflict. The Core study includes Australians at War (World Wars I and II), Rights and Freedoms (1945 – present), and Popular Culture and Australia in the Cold War era, including the Vietnam War.

Students have the opportunity to develop and apply skills in investigating history, such as analysing sources and evidence. They develop research and communication skills and examine different perspectives and interpretations to develop an appreciation of a wide variety of viewpoints, thereby promoting empathetic understanding and awareness of the nature of history as contestable.

# Creative and Performing Arts (CAPA)

## Visual Arts

### Stage 4 (Years 7 and 8) - Mandatory

The mandatory course is designed to stimulate an interest in making and discussing artworks. It is anticipated that students will develop a high regard for their own creative ability and gather a deeper understanding of the artwork of others. Students will learn to write about artists and their work in a constructive and expressive way.

The course comprises two strands, primarily Artmaking as well as Critical and Historical studies. Components of the Artmaking strand include drawing, painting, ceramics, printmaking, sculpture and digital technology. Theory is integrated into relevant practical lessons through an introduction of the Conceptual Framework (artists, artworks, world and audience) and the Frames (subjective, structural, cultural and postmodern).

Skills and methods appropriate to Year 7 and 8 abilities are taught so that each experience will build toward the students' understanding of the total process of creativity as well as an appreciation of the works of art they produce.

### Stage 5 (Years 9 and 10) - Elective

Students can continue studying Visual Arts in Years 9 and 10 as an elective. See Elective Courses in this booklet for further information.

# Music

Music plays an important and essential role in the emotional, physical and intellectual development of the individual. The aim of music in this school is to guide students to an understanding of the concepts of music and an appreciation of different musical styles.

## Stage 4 (Years 7 and 8) - Mandatory

This mandatory course seeks to develop students' musical skills through the practical application on untuned and tuned percussion, keyboard, ukulele, and guitar. Students are introduced to the musical concepts (pitch, duration, dynamics and expressive techniques, tone colour, texture, structure) through the learning experiences; performance, composition and listening.

Students will participate individually and in groups in:

- Instrumental and vocal performance
- Rhythmic and melodic composition, using traditional and non-traditional notation
- Use of music technology
- Listening activities, discerning the manipulation of the musical concepts

Content covered includes:

- Film music
- Australian Music
- Popular Music
- Music in multimedia
- Small ensembles

**Curriculum Enrichment Activities** are encouraged for all students. These include:

- Concert Bands
- Stage Bands
- String Ensembles
- Guitar Ensembles
- Vocal Ensemble and Vocal Extension
- Orchestra
- Festival School Musical (every 2 years)
- Solo and small group competitions
- MADD (Music, Drama and Dance)

## Stage 5 (Years 9 and 10) - Elective

Students can continue studying Music in Years 9 and 10 as an elective. See Elective Courses in this booklet for further information.

# Languages

## **Stage 4 (Years 7 and 8) - Mandatory**

In Year 7, students will have the opportunity to learn a selection of European and Asian Languages. This will enable the student to select a language that they wish to continue studying in Year 8.

In Year 8, students will be required to study one of the languages offered at the school for the year.

The languages offered at Killara High School are:

Chinese

French

German

Japanese

Hebrew - ***NB: Hebrew must be studied in Stages 3-4 for students to be eligible for study of Hebrew in Stage 5.***

Stage 4 Language program is developed to provide students with an opportunity to communicate and engage in the target language to use the language in real life situations. Communication is the central goal and students start to develop the knowledge, understanding and skills necessary to achieve this in the target language.

The Year 8 Modern Languages program is enriched with multiple excursions and incursions in each respective language which complement the content taught in class, such as restaurant excursions, food truck incursions, Language related drama incursions and cooking activities.

## **Stage 5 (Years 9 and 10) - Elective**

Students studying a particular Language in Year 8 may continue studying that Language in Stage 5 as one of their electives. See Elective Courses in this booklet for further information.



# Technological and Applied Studies (TAS)

## Technology

### **Stage 4 (Years 7 and 8) - Mandatory**

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. Technology is a rich and complex subject that provides students with opportunities to become technologically literate individuals capable of developing creative solutions to identified problems and situations.

Technologies affect and enrich the lives of people and societies globally and contribute to shaping preferred futures. Through the study of Technology, students develop the capacity for action and a critical appreciation of the processes through which technologies evolve and how they contribute to society.

Knowledge and understanding of technological content is developed through pedagogical approaches, such as project and problem-based learning. Through the production of innovative solutions to contextually relevant problems, students are provided with opportunities to use a variety of thinking strategies, embrace new concepts and learn through trialing, testing and refining ideas. The practical nature of Technology engages students in design and production activities as they develop safe practices and refine skills working with varied materials and production technologies. These authentic learning experiences provide students with a sense of satisfaction and are the foundation for life-long learning.

The opportunity to investigate problems, generate ideas and produce sustainable solutions develops skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students through the study of:

- Agriculture Technologies
- Design and Production
- Digital Technologies
- Engineered Systems
- Food Technologies
- Material Technologies
- Technology and Society

A variety of technology contexts can be applied to further education and career opportunities in design, technology, engineering, science, mathematics and related fields.

### **Stage 5 (Years 9 and 10) - Elective**

Students can continue studying Technical and Applied Studies in Years 9 and 10 as an elective. See Elective Courses in this booklet for further information.

# Personal Development, Health and Physical Education (PDHPE)

Personal Development, Health and Physical Education is one of the eight key learning areas and is mandatory for all students in Stages 4 and 5. The course aims to provide students with individual skills to maximise their health potential in their future lives, not just in school. The students' studies will be based around a theory component, which deals with what are generally considered personal development and health issues and a practical component, where the emphasis is based on the development of a wide variety of physical skills in different movement settings. Outcomes based on co-operation, teamwork, movement skills, tolerance of others and problem solving are constantly assessed in both areas of the course.

## **Stage 4 (Years 7 and 8)**

The emphasis of the practical lessons is on the development of fundamental movement skills as well as examining the four different types of games that are played: invasion, target, strike and field, and net court. These games are taught using the modified games or 'Games Sense' approach. Units on Athletics, Aquatics, Fitness, Gymnastics and Dance also play an integral part of the program. Theory lessons are programmed to develop a fundamental understanding of concepts such as decision-making, relationship building, peer management, lifestyle choices associated with physical activity levels, drug use, nutrition and mental health, risk management, appropriate uses of power and resilience skills. Stage 4 Sport periods are integrated into the PDHPE program to allow for competitive games to be played with expert tutelage.

## **Stage 5 (Years 9 and 10)**

Students are expected to have developed an understanding of the fundamental movement skills and basic game fundamentals of the different types of games played in Stage 4. Stage 5 practical lessons will be based around the application of these skills in more advanced game situations including the development of attacking and defensive strategies. Units on Fitness development, Dance, Orienteering, Aquatics and Athletics also play an integral part of the program. Theory lessons focus on topics such as personal safety plans, personal resilience in the difficult world of adults, the exploration and management of risk, mental health issues, discrimination and harassment, sexual health and road safety. These issues are always examined in the broader context of their role in maintaining good health in today's society.

## **Assessment**

Assessment in PDHPE occurs in a wide variety of ways, allowing students to demonstrate their skills in a number of different settings including both theory and practical. The Practical Assessment covers four main areas:

- Games (Invasion, Net Court, Target and Bat Field)
- Dance
- Gymnastics
- Fitness Development

Students will be expected to reach certain standards by the end of each unit and assessment for these outcomes will be ongoing throughout the unit.

Students will be assessed in the theory units through a variety of formats. They will be given chances to demonstrate their understanding of course content through multimedia presentations, web-design, speeches, debates, essays and examinations.

Personal Development, Health and Physical Education is a course that will continue to be relevant long after students have left secondary school. We want all students to develop life-long skills that are both valuable and valid.

# ELECTIVE COURSES

## Creative and Performing Arts (CAPA)

### Visual Arts

*A materials fee applies to this course*

#### Stage 5 (Years 9 – 10)

This course is designed to:

- Challenge and inspire students to develop their own creativity and critical thinking.
- Encourage students to develop an increasing level of autonomy, to think laterally and work collaboratively as they problem-solve.
- Enhance skills and learn technical approaches to creating expressive artworks.

The course is predominantly focused on artmaking, which includes instruction in the skills, drawing, printmaking, painting, ceramics, digital photography, design and various other media. Programs for each year consolidate and extend those of previous years and by the end of Year 10 we expect students to have gained a strong working knowledge of several new art forms. They will maintain a Visual Arts Process Diary, documenting their processes and ideas throughout the course. Each year, students produce a number of resolved personal works and are given the opportunity to exhibit these works in the annual Visual Arts Exhibition.

Critical and Historical Study is designed to complement students' explorations in artmaking, giving them a thorough understanding of a range of contemporary and historical artists and their practice. Students will learn about how the world can influence artmaking and how artists use their works to communicate with audiences using a range of viewpoints.

The aim of this course is to develop practical skills and build on a passion for knowledge and understanding of Visual Arts.

For additional course information, please contact Mrs Jacki Berry, Head Teacher CAPA.

# Music

***A materials fee applies to this course***

## **Stage 5 (Years 9 and 10)**

Students will develop performance skills in a solo and small ensemble context. They will learn about the concepts of music through listening, performing, and composing.

The concepts of music are:

Duration	Pitch	Tone Colour
Structure	Texture	Dynamics and Expressive Techniques

**Performance** - Students will explore:

1. Technique: demonstrating increasing levels of complexity in a range of musical styles and an understanding of musical concepts.
2. Interpretation: performing repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
3. Style: performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.

**Composition** - Students will explore:

1. Musical concepts as demonstrated through improvising, arranging and composing in the styles of music selected for study.
2. Notation: applying forms of notation appropriate to the music selected for study.
3. Technology: using different forms of technology in the composition process.

**Listening** - Students will explore:

1. Concepts: developing an understanding of the musical concepts through improvising, arranging and composing in the style or genre of music selected for study.
2. Musical literacy: developing an understanding of musical literacy through aural identification and notation in the music selected for study.
3. Musical language: developing an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
4. Impact of technology: studying the influence and impact of technology on music.

**The contexts studied include:** Theatre Music, Music for small ensembles, Popular Music, Australian Music and Music for Radio, Film, TV and Multimedia.

For additional course information, please contact Mrs Jacki Berry, Head Teacher CAPA.

# Photographic and Digital Media

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

This course is designed to:

- Enable students to develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital works.
- Broaden students' knowledge and skill in the use of technology, particularly in the use of Adobe Photoshop and Adobe Premiere as well as the use of DSLR (digital single lens reflex) cameras.
- Explore alternative techniques including the use of pinhole photography and photograms as a means of capturing images.
- Improve visual literacy and develop creative flair in the use of photographic imagery and video.
- Discover the traditional techniques and expressive possibilities of the darkroom and traditional SLR (single lens reflex) capabilities.

The course is predominantly focused on artmaking, which includes instruction in manual and digital photography and appropriate theory connected with such work.

In this course, students will make and study photographic and digital works, exploring a range of ideas and interests in the areas of still, interactive and moving forms. Students will maintain a Photographic & Digital Media Process Diary as a record of their ideas and exploration of techniques. Programs for each year consolidate and extend on those of previous years, and by the end of Year 10 we expect students to have built a substantial portfolio of work. Students are given the opportunity to exhibit these works in the annual Visual Arts Exhibition.

Critical and historical study is based on an investigation of the field of photographic and digital media and to investigate relevant historical events, photographers, artists, and critical accounts.

We aim to enhance learning through enjoyment of activities to develop within students a passion for the creative arts and life-long learning. Students do not need to own any photography equipment.

For additional course information, please contact Mrs Jacki Berry, Head Teacher CAPA.

# English

## Drama

### **Stage 5 (Years 9 and 10)**

Drama engages and challenges students to refine their skills through making, performing and appreciating dramatic and theatrical works. Students are encouraged to develop essential skills and confidence in using voice, movement, role and character on stage. The development of interpersonal skills in this course fosters students' ability to work collaboratively and creatively.

The creative process of sharing, developing and expressing emotions and ideas promotes self-confidence, motivation, self-esteem and self-discipline. Students work individually and in groups to devise, workshop, rehearse and perform.

### **Year 9**

Students are introduced to acting by exploring the art of improvisation as well as developing vocal awareness and movement skills. They begin integrating self-assessment practice into each lesson's performance to help each student enhance their skills and establish high expectations for themselves and their work.

The course includes:

- Play-building
- A study of various roles in theatre
- Slapstick comedy
- Commedia dell Arte
- Puppetry and children's theatre

### **Year 10**

This course further develops a student's understanding of theatrical styles, traditions and techniques. The course's content not only builds on Year 9 content, but also introduces new key concepts of drama and performance. By the conclusion of the Year 10 Drama program, a student has been given an opportunity to develop, explore and refine their skills and understanding in:

- Political and Protest theatre-practitioners and conventions
- Australian plays and playwrights
- Physical theatre
- Play-building
- Design projects
- Directing
- Scriptwriting

The Year 10 Drama course aims to extend a student's skill and understanding of key performance and dramatic elements, as well as to position them to better engage with the rich and rewarding Stage 6 Drama syllabus.

For additional course information, please contact Ms Rachael Wilson, Head Teacher English.

# Human Society and its Environment (HSIE)

## Commerce

### Stage 5 (Years 9 and 10)

Commerce is primarily focused on financial literacy and involvement in civil society. The Commerce course is a practical, interesting subject that investigates the various ways in which people interact within society. Students learn how to vote, buy goods and services wisely, run a business, know their legal rights and organise their finances. Excursions to businesses, the law courts and other venues are undertaken.

**In Year 9**, the focus is on:

- Consumer and Financial Decisions
- Employment and Work Futures
- Running a Business
- Travel
- Promoting and Selling

**In Year 10**, the focus is on:

- The Economic and Business Environment
- Law, Society and Political Involvement
- Investing
- Law in Action
- Towards Independence

Commerce challenges students in developing responsibility and an understanding of civics and citizenship. The students run their own company, design a product or service, sell the product, keep accounts, liquidate the company and produce a profit or loss. Other simulations include running elections, mock council meetings and class parliaments.

At the completion of this course, students should be well equipped to begin studies in Stage 6 in Business Studies, Economics, Geography, Legal Studies and Society and Culture.

For additional subject information, please contact Mr Mark Honeysett, Head Teacher HSIE Green.

## Events That Changed the World

This exciting elective History course offers a variety of interesting, engaging and action-packed options for students who have a passion for History and who enjoy this subject. The course allows students to participate in a range of varied and unique learning opportunities. Content and themes may be drawn from the following areas and will include the study of ancient, medieval and modern case studies:

- Events that Changed the World from ancient times to the present day
- Historical Mysteries and Conspiracy Theories
- Rebels and Revolutions
- Myths and Legends
- Historical Crimes
- Personalities in History
- Sparta – a warrior society
- Underwater Archaeology
- Film in History
- Revolutions

During the course students will participate in active learning and engage in a site/museum study. Students undertaking this course will have the opportunity to continue their interest in history and develop a life-long interest and enthusiasm for history, appreciating the contribution of past and present peoples to our shared heritage.

For additional course information, please contact Mrs Claudia Pantschenko, Head Teacher HSIE Blue or Mrs Catherine Latham Head Teacher HSIE Blue (Rel).

# **Global Studies**

This course explores Australia's role in a global future. We investigate a range of global issues in detail then consider some of the options available to address them. In the process we explore how expressions of cultural diversity influence Australia and our interactions with the world. This elective links to many Senior HSIE subjects, including Studies of Religion, Society and Culture, Senior Geography and Economics. Using a hands-on, student-centred and project-based approach, we explore the big questions. These include:

- What will Australia look like in the future? (Understanding Cultural Diversity, migration and national identity)
- Nine billion people: Can we produce enough food and who gets to eat?
- Oceanography: Why are the world's oceans so vital to our future? How do humans affect the world's oceans, and how do the oceans affect us?
- Who are Australia's neighbours and what are they thinking?
- Country Study: Exploring our region using a country Case Study/ies
- Why do we so often fail to "act locally", even though we can "think globally"?
- Geographical Exploration: Student Choice Research Project – Choose one global issue (of your choice) and explore how it relates to you and your community?

Exploring Global Geography allows students to sample a range of HSIE disciplines in one subject and challenges them to think about the interrelationships between themselves and local, national and global communities. This course will equip students with skills and understanding to become active global citizens and leaders to shape their world.

## **Aboriginal Studies (Accelerated Course)**

This is an accelerated course. It is suitable for students who are seeking a challenge or extension.

For further information please see page the Elective Accelerated Courses section page 35.

For additional course information, please contact Mr Mark Honeysett, Head Teacher HSIE Green.



# Languages

## **Stage 5 (Years 9 and 10)**

Languages available in Stage 5:

Chinese            French            German            Hebrew            Japanese

Students studying a particular language in Year 8 may continue studying that language in Stage 5 as one of their electives and then continue their language study into Stage 6.

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

# Chinese

***A materials fee applies to this course.***

The Chinese Stages 4 & 5 Syllabus provides opportunities for students to:

- engage with the linguistic and cultural diversity of Chinese-speaking communities.
- develop communicative skills in the language
- develop an understanding of how languages work as a system and intercultural understanding capability.
- develop an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability.

It is expected that as a result of their study, students should be able to:

- understand spoken Chinese and express ideas orally in Chinese
- Read, write and understand material in Chinese
- demonstrate a basic knowledge and an understanding of the way of life of Chinese-speaking peoples
- communicate with Chinese-speaking people both in Australia and abroad
- relate the study of Chinese to other subject areas
- demonstrate an increased understanding of how language works
- derive personal satisfaction and enjoyment from the study of Chinese

The concepts and units covered include: Personal Description; Communication; School; A Typical Day; Leisure; The Teenager; The Home; Eating and Drinking; Shopping; Travel, Transport and Sightseeing; The Weather; Celebrations; Health and Grooming.

The emphasis is always on real communication in developing the four skills of listening, speaking, reading and writing. Having fun while learning is also considered an important aspect of the course.

For additional course information, please contact Ms Amali Ranaweera, Head Teacher Languages.

# French

***A materials fee applies to this course.***

The French Stages 4 & 5 Syllabus provides opportunities for students to:

- engage with the linguistic and cultural diversity of French-speaking communities
- develop communicative skills in the language
- develop an understanding of how languages work as a system and intercultural understanding capability
- develop an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability

It is expected that as a result of their study, students should be able to:

- understand spoken French and express ideas orally in French
- read, write and understand material in French
- demonstrate a basic knowledge and an understanding of the way of life of French-speaking peoples
- communicate with French-speaking people both in Australia and abroad
- relate the study of French to other subject areas
- demonstrate an increased understanding of how language works
- derive personal satisfaction and enjoyment from the study of French

The concepts and units covered include: Personal Description; Communication; School; A Typical Day; Leisure; The Teenager; The Home; Eating and Drinking; Shopping; Travel, Transport and Sightseeing; The Weather; Celebrations; Health and Grooming.

The emphasis is always on real communication in developing the four skills of listening, speaking, reading and writing. Having fun while learning is also considered an important aspect of the course.

For additional course information, please contact Ms Amali Ranaweera, Head Teacher Languages.

# German

***A materials fee applies to this course.***

The German Stages 4 & 5 Syllabus provides opportunities for students to:

- engage with the linguistic and cultural diversity of German-speaking communities
- develop communicative skills in the language
- develop an understanding of how languages work as a system and intercultural understanding capability
- develop an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability

It is expected that as a result of their study, students should be able to:

- understand spoken German and express ideas orally in German
- read, write and understand material in German
- demonstrate a basic knowledge and an understanding of the way of life of German-speaking peoples
- communicate with German-speaking people both in Australia and abroad
- relate the study of German to other subject areas
- demonstrate an increased understanding of how language works
- derive personal satisfaction and enjoyment from the study of German

The concepts and units covered include: Personal Description; Communication; School; A Typical Day; Leisure; The Teenager; The Home; Eating and Drinking; Shopping; Travel, Transport and Sightseeing; The Weather; Celebrations; Health and Grooming.

The emphasis is always on real communication in developing the four skills of listening, speaking, reading and writing. Having fun while learning is also considered an important aspect of the course.

For additional course information, please contact Ms Amali Ranaweera, Head Teacher Languages.

# Hebrew

*A materials fee applies to this course.*

**NB: This course is only available to those students accredited to study Hebrew by the NSW Board of Jewish Education. The Hebrew courses are conducted by qualified teachers appointed by the NSW Board of Jewish Education and incur an additional fee to cover the provision of these teachers.**

The main aim of Ivrit is to enable students to converse freely in simple Modern Hebrew. Through the use of dialogue in the early stages, topics such as Getting Acquainted, Travel, The Weather and Purchases, are handled. Comprehension of basic texts, reading and creative writing are also taught.

Textbooks are selected to suit the ability level of the class. Classical texts in Hebrew (and English) are studied for comprehension and their cultural content.

The study of Hebrew will help students develop linguistic skills essential for our multi-cultural society. The study of Modern and Classical Hebrew will enable students to acquire an appreciation of Hebrew cultural and moral values which helped form the basis of Western civilisation. For those students with a Jewish background, the study of Hebrew will assist in maintaining and developing their culture.

For additional course information, please contact Ms Amali Ranaweera, Head Teacher Languages.

# Japanese

***A materials fee applies to this course.***

The Japanese Stages 4 & 5 Syllabus provides opportunities for students to:

- engage with the linguistic and cultural diversity of Japanese-speaking communities
- develop communicative skills in the language
- develop an understanding of how languages work as a system and intercultural understanding capability
- develop an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability

It is expected that as a result of their study, students should be able to:

- understand spoken Japanese and express ideas orally in Japanese
- read, write and understand material in Japanese
- demonstrate a basic knowledge and an understanding of the way of life of Japanese-speaking peoples
- communicate with Japanese-speaking people both in Australia and abroad
- relate the study of Japanese to other subject areas
- demonstrate an increased understanding of how language works
- derive personal satisfaction and enjoyment from the study of Japanese.

The concepts and units covered include: Personal Description; Communication; School; A Typical Day; Leisure; The Teenager; The Home; Eating and Drinking; Shopping; Travel, Transport and Sightseeing; The Weather; Celebrations; Health and Grooming.

The emphasis is always on real communication in developing the four skills of listening, speaking, reading and writing. Having fun while learning is also considered an important aspect of the course.

For additional course information, please contact Ms Amali Ranaweera, Head Teacher Languages.

# Personal Development, Health and Physical Education (PDHPE)

## Physical Activity and Sports Studies (PASS)

### Stage 5 (Years 9 and 10)

The PASS course provides a strong basis for students wishing to further study the Stage 6 PDHPE course. Many of our students have shown a keen interest to expand their knowledge of the many aspects associated with Sport and Physical Activity with the ultimate goal of further study and/or a career in this field, involved with performance, coaching, administration, promotion, medicine and nutrition.

Assessment of course content will be based on a combination of set modules and elective units in areas of studies including Physical Activity and Sport in Society, Enhancing Participation and Performance, and Foundations of Physical Activity.

Specific units studied in Year 9 include:

- Body Systems and Energy for Physical Activity
- Fundamentals of Movement Skill Development – Slide and Field Hockey
- Coaching
- Australia's Sporting Identity
- Physical Activity and Fitness

Specific units studied in Year 10 include:

Enhancing Performance: Tactics and Technology

- Nutrition and Physical Activity
- Participating in Sport with Safety (students will have the opportunity to participate in a ski trip)
- Managing Sporting Events
- Physical Activity and Sport for Specific Groups

The course is based half on practical application and half on theory. It should appeal to both boys and girls and would suit any student who has an interest in Sport and Sports performance.

For additional course information, please contact Mr Duncan Smith, Head Teacher PDHPE.

# Technological and Applied Studies (TAS)

## Design and Technology

*A materials fee applies to this course.*

### Stage 5 (Years 9 and 10)

The Design and Technology course aims to engage students in the study of technological innovation and the world of design and its impact on individuals, society, the economy and the environment.

The course selects and uses a range of technologies competently in the development and management of quality design solutions.

The course focuses on:

- current and emerging technologies, and
- the work of a range of design industry professionals.

Learning will be facilitated and enriched by the application of design theory and practice in the form of student developed design projects. In these, students will design, develop, produce and evaluate between three and six design projects.

This course is designed so the students will develop the following knowledge, understanding and skills:

1. concepts and processes of design;
2. the impact of past, current and emerging technologies on the individual, society and environments;
3. the work of designers and the issues and trends that influence their work;
4. skills in innovation, creativity and enterprise;
5. skills in communicating design ideas and solutions; and
6. skills in the selection and application of management strategies when developing, managing resources in the development and production of quality design solutions and products.

Students will be exposed to industry standard software and equipment.

These learning experiences will include but not be limited to:

- Computer Aided Design (CAD) (2D and 3D),
- Prototyping and 3D Modelling
- 3D Printing, Vacuum Forming and Laser Cutting Technology
- Architecture, 2D Drawing, 3D Model, Floor Plans
- Computer Graphics, Advertising
- Product Design
- Food Product Development unit
- Textiles Product unit
- New Technologies and Software will be included as they become available

Students in Year 9 complete three design projects and supporting design folios. Students in Year 10 complete two minor projects over Terms 1, 2 and 3 and a major project starting in Term 3 for completion in Term 4.

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.



# **Food Technology**

***A materials fee applies to this course***

## **Stage 5 (Years 9 and 10)**

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. 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.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment. There is a large PRACTICAL component in this course.

Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter.

Food Technology at Killara High School is offered as a 200-hour course. We study the following focus areas:

### **Year 9 focus areas:**

- Food in Australia
- Food Trends
- Food Equity

### **Year 10:**

Year 10 students who have enrolled in Food Technology have a unique opportunity to complete and will be eligible to receive a nationally recognised qualification SIT 10222 Certificate I in Hospitality.

The SIT10222 Certificate I in Hospitality provides an insight to working in the Hospitality Industry. Participants will be provided the skills and knowledge required to work safely and hygienically within a Hospitality establishment. They will also gain fundamental skills in how to prepare an outlet for service, interact with customers and develop skills in espresso coffee making.

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear direction to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

## **Year 10 focus areas:**

- Use hygienic practices for food safety
- Plan and apply time management
- Prepare and serve espresso coffee
- Working effectively with others
- Provide customer information and assistance
- Participate in safe work practices

## **Practical experiences**

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. Course consumables as part of school fees will be approximately \$130.

## **This course will appeal to students who:**

- love food, working with food and who like to cook and eat!
- are interested and passionate about food and food preparation
- may be considering careers in the food industry – food stylist and photographer
- are interested in the hospitality industry – hotel manager, events manager, chef
- are interested in nutrition, diet and healthy lifestyles – personal trainer, dietician
- like to develop new foods – Food Technologist

## **Possible Excursions**

Students may participate in school excursions such as:

**Year 9** - a trip to the Royal Botanic Gardens for a bush foods workshop and cultural experience and a meal at a restaurant such as 'Four Frogs Creperie'.

**Year 10** - a behind-the-scenes tour and buffet lunch at Sydney Tower Restaurant as part of this exciting course.

<p><b>Note: Students with severe food allergies</b> – while all possible efforts are made to ensure affected students have no contact with relevant food allergens, there remains some risk of exposure. Please consult the Head Teacher TAS when selecting this course if your son/daughter has <b>any</b> food allergy.</p>
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For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.

# **Industrial Technology - Engineering**

*A materials fee applies to this course*

## **Stage 5 (Years 9 and 10)**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

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

This course places a strong emphasis on practical skills and the completion of practical projects. Sixty percent of the students' marks are gained from this practical application. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

In this course students will develop:

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

## **Further studies**

This course links directly to the Stage 6 courses of Engineering Studies as well as Design and Technology and Industrial Technology. These courses prepare students for further study of design and related fields at both the University and Vocational sectors.

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.

# **Industrial Technology – Multimedia**

***A materials fee applies to this course***

## **Stage 5 (Years 9 and 10)**

The Industrial Technology - Multimedia course provides opportunities for students to develop knowledge, skills and understanding of the multimedia, photographic and associated industries.

This is an applied computing course. By this we mean that students will spend most of their time using computers producing multimedia products.

The nature of the Industrial Technology - Multimedia course will provide a wide range of learning opportunities that strongly link theory to practice. This assists in developing and reinforcing the specific knowledge, understanding and skills related to multimedia and photography-related technologies, industry and practices.

Students will be exposed to industry standard software and equipment.

These learning experiences will include but not be limited to:

- Computer Animations (2D and 3D)
- 3D Modelling
- 3D Printing
- Video (capture, editing and special effects)
- Computer Graphics, Image Creation and Editing
- Sound Creation/Editing
- Working with 'Green screens' as film production tools
- Webpage Creation and Maintenance
- Creation and Coding of 2D and 3D Computer Games
- App Development
- New Technologies and Software will be included as they become available.

As a result of this work students will develop the following knowledge, understanding and skills:

- application of Workplace Health & Safety (WHS) risk management procedures and practices
- an appreciation of quality in the design and production of practical projects
- the relationship between the properties of materials and their applications
- communication of ideas, processes and technical information with a range of audiences
- the relationship between technology, leisure and lifestyle activities and further learning
- evaluation of manufactured products in order to become a discriminating consumer
- the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

Industrial Technology – Multimedia is a project-based course. The focus of Year 9 studies is developing an understanding of how to design, develop and implement projects and the required subject matter in preparation for the application of this knowledge in Year 10.

Students carry out a range of the prescribed exercises (computer aided drafting, video, working with 'blue screens', webpage, presentation, coding and animation all supported by a folio) and work on the development and refinement of appropriate computer skills and integrated learning activities over the academic year.

By the end of Year 9 all students will have completed four projects and the supporting folios.

The focus in Year 10 is assessing student understanding, of the subject matter by applying knowledge developed in Year 9 to the following projects:

- Project 1 – Short Film + Special Effects – in Term 1 the students will develop a self-directed multimedia product based on a short film and learning more advanced techniques of adding special effects to their film, and folio to be assessed against the subject performance descriptions.
- Project 2 – 3D Modelling and 3D Printing – in Term 2 the student will complete a larger self-directed multimedia product, and folio to be assessed against the subject performance descriptions. The project requires students to create a 3D character, on completion of the model, students will be given the option to 3D Print their model.
- Project 3 – 2D Platform Computer Game – Over Terms 3 and 4 students will plan, create and code their very own 2D Platform game.

**This course links directly to the Stage 6 courses of Industrial Technology as well as Design and Technology. These courses prepare students for further study of design and related fields at both the University, Vocational sectors and Private Colleges.**

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.

# Industrial Technology – Timber

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.

The 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-related technologies. These may include but are not limited to:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.

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

This course places a **strong emphasis on practical skills and the completion of practical projects**. Sixty percent of the students' marks are gained from this practical application.

In this course students will develop:

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

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.

# Computing Technology

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

As the world becomes more technologically developed the need to have higher levels of computing and technological literacy is paramount. Current technologies are becoming obsolete at a rapid rate and as a result individuals need to be more flexible in accommodating these changes.

Computing Technology replaces the Information Software and Technology course and is designed to allow students to focus on computational, design and systems thinking skills. Students explore the impact of innovations in computing technology on society and environment. Students develop skills in a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices. Students develop skills in technical knowledge, social and cultural awareness, project management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions and transferring knowledge to new situations. Students become confident, creative and efficient citizens able to expand their understanding and skills across the course and equip for further education and interests.

The two-year course will be taught in a project-based format covering the following syllabus content.

### Core

- Enterprise Information Systems
- Software Development

### Options

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

Students will complete a variety of practical projects with accompanying folios to showcase their skill development, knowledge and understanding.

Assessment of a student's achievements will include individual and group assignments, theory and practical exams and class presentations.

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.

# **Textiles Technology**

*A materials fee applies to this course*

## **Stage 5 (Years 9 and 10)**

Textiles Technology acknowledges and embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium. These historical and cultural uses of textiles continue to influence contemporary designers today and students will examine design features characteristic of a variety of different cultures and use them as sources of inspiration in textile projects where appropriate.

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 that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses.

Students will investigate the work of textile designers. 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 with emphasis on their economic, social and environmental consequences.

Practical project work is an integral part of this course. Students may have the opportunity to design and construct textile items from the following focus areas: -

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non-apparel

Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students will have opportunities to:

- create their own fashion clothing
- dye and print fabrics
- discover the work of fashion designers
- decorate fabrics
- appreciate the cultural heritage of other countries.

For additional course information, please contact Ms Tracy Mackenzie, Head Teacher TAS.



# ACCELERATED COURSES

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## Aboriginal Studies – Stage 6 Course

This is an accelerated course. It is suitable for students who are seeking challenge or extension. The concepts and workload are at the level expected of a senior student.

### **Preliminary course Topics:**

1. Aboriginality and the Land
2. Heritage and Identity
3. International Community Study: Inuit People of Canada
4. Research and Inquiry Methods: Local Community Case Study

### **HSC course Topics:**

1. Social Justice and Human Rights (Health and Criminal Justice)
2. Case Studies: Barkindji Community in Menindee and Inuit People of Canada
3. Aboriginality and the Land - Contemporary
4. Major Project (including Research and Inquiry Methods)

Aboriginal Studies is particularly suited to students who are curious, enjoy thinking and debating ideas, or who are interested in senior courses like Legal Studies, History, Society and Culture, Studies of Religion. The course is highly topical, often controversial, and always challenging. It tackles some big questions in Australia's unfinished business: How is Aboriginal culture valuable and relevant for all Australians? What is the Uluru Statement from the Heart and why is it so important? What is a Treaty and why don't we have one? Should we use the word "invasion" to describe the events of 1788? Why is land and Country so important?

Students build skills in critical thinking, debating ideas, formal writing and research. We build these skills by focusing on the experiences of Australia's First Peoples. Students meet and work with members of our local Aboriginal Community, and visit Menindee as part of the Community Case Study. Aboriginal Studies relates to many careers, including medicine, law, journalism, social work, environmental management, teaching, politics and government.

Students selected for this course will complete the Preliminary HSC course over Years 9 and 10 and then complete the HSC course while in Year 11. This means that students will complete 2 units of their HSC one year early. This is an accelerated course for mature, focused students who are keen to extend themselves. Interested or curious students should follow the application process and discuss with the Head Teacher of HSIE Green.

The Preliminary course covers events and issues prior to the 1960s. The HSC spans the 1960s through to present day.

The HSC course includes a Major Project where students select and develop their own research project, involving primary research and community consultation.

***As this course is accelerated, students must submit a separate application.***

For additional course information, please contact Mr Mark Honeysett, Head Teacher HSIE Green.

# Year 8 Student Notes and Checklist

Don't  
know

Not  
Yet

Yes

## THINGS TO DO / MAKE SURE OF

- 
- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have some ideas about what I am interested in |
|--------------------------|--------------------------|--------------------------|---|
- 
- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have thought about senior courses I might be interested in |
|--------------------------|--------------------------|--------------------------|--|
- 
- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have read the information for the courses that interest me (in this book) |
|--------------------------|--------------------------|--------------------------|---|
- 
- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have written notes about courses I am interested in on the "notes" page |
|--------------------------|--------------------------|--------------------------|---|
- 
- |                          |                          |                          |                             |
|--------------------------|--------------------------|--------------------------|-----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I know who to ask for help: |
|--------------------------|--------------------------|--------------------------|-----------------------------|

Write name here: \_\_\_\_\_

Write name here: \_\_\_\_\_

Write name here: \_\_\_\_\_

- 
- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I understand that my Maths course (5.1, 5.2 or 5.3) will be based on my Maths results from Year 8. |
|--------------------------|--------------------------|--------------------------|--|
- 
- |                          |                          |                          |  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | I have accessed my email and understand how to nominate my courses |
|--------------------------|--------------------------|--------------------------|--|
- 
- I know what the deadline is for submitting my courses:
- |                          |                          |                          |                            |
|--------------------------|--------------------------|--------------------------|----------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Write deadline here: _____ |
|--------------------------|--------------------------|--------------------------|----------------------------|
-

**NOTES – Make Notes HERE during HT presentations and later on**

General Tips about choosing subjects

Course I am interested in	I need to know more about...	I should talk to....

<b>Question</b>	<b>Person</b>
What are my options beyond school?	Careers Adviser
Is this course right for me?	Head Teacher of the Faculty
Have I got the right mix of subjects?	Careers Adviser / Stage Head Teacher
How do I make sure I have nominated the right number and mix of courses?	Head Teacher Secondary Studies