A Message to Year 8 Students and their Parents

Year 8 students at Hawkesbury High School need to choose the elective courses they would like to study in Years 9 and 10. You should choose courses on the basis of how much you like the subject and how well you have performed in the subject areas in previous years.

It is not necessary at this stage to consider future careers when choosing elective courses, except if courses are prerequisites for university study, such as Music or Languages (although there are opportunities to begin Languages later). If you have a particular career in mind and wish to confirm your subject choice, please see Mrs Hernage in the Careers Advisor’s office.

In Years 9 and 10 you are required to study six mandatory subjects. These include:

- English
- Mathematics
- Science
- Australian Geography Civics and Citizenship
- History – The Making of the Modern World and Australian History
- Personal Development, Health and Physical Education

In addition to the six mandatory subjects, students in Years 9 and 10 will be required to select and study three elective subjects. Elective subjects available for study at Hawkesbury High School in 2015/16 include:

- Agriculture
- Commerce
- Dance
- Drama
- Food Technology
- Heroes and Villains
- In The Wild
- Industrial Technology- Engineering
- Industrial Technology- Metal
- Industrial Technology- Timber
- Information & Software Technology
- Japanese
- Music
- Physical Activity and Sport Studies
- Textiles and Design
- Visual Arts

All electives offered are subject to sufficient students selecting a course to form a viable class. It may not be possible to accommodate all choices. Some students may have to reselect if some courses do not run.

Each elective you select will be studied for 200 hours over 2 years, that is, 100 hours in Year 9 and 100 hours in Year 10. Sport is also a compulsory part of the curriculum. An outline of a Year 9/10 timetable is detailed below in regard to the subjects and periods allocated in a fortnightly cycle:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Periods</th>
<th>Periods</th>
<th>Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography/History</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDHPE</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Careers/PART</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assembly</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elective 1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Elective 2</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Elective 3</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>
Course Costs

The **General School Contribution** is $65. This provides resources across the school, for example, the library, sporting equipment, newsletters, all printed material, computer software and costs related to site licences for networked computers.

In some instances, courses studied in Years 9 and 10 may have additional fees to cover the cost of consumable items. Parents and students must be aware that these fees must be paid for students study subjects with these additional costs. Additional costs are outlined below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Costs</th>
<th>Additional Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Nil</td>
<td>Excursions(if any)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nil</td>
<td>Scientific Calculator $20  Excursions (if any)</td>
</tr>
<tr>
<td>Science</td>
<td>Nil</td>
<td>Excursions (if any)</td>
</tr>
<tr>
<td>History</td>
<td>Nil</td>
<td>Excursions (if any)</td>
</tr>
<tr>
<td>Geography</td>
<td>Nil</td>
<td>Excursions/fieldwork (if any)</td>
</tr>
<tr>
<td>PDHPE</td>
<td>Nil</td>
<td>Excursions (if any)</td>
</tr>
<tr>
<td>Sport</td>
<td>Nil</td>
<td>Cost for optional recreational sport opportunities</td>
</tr>
<tr>
<td>Agriculture</td>
<td>$15 a year</td>
<td>Excursions (if any)</td>
</tr>
<tr>
<td>Commerce</td>
<td>Nil</td>
<td>Excursions/fieldwork (if any)</td>
</tr>
<tr>
<td>Dance</td>
<td>Varied</td>
<td>Excursions, performances</td>
</tr>
<tr>
<td>Drama</td>
<td>$20</td>
<td>Excursions, performances</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$80 a year for consumables</td>
<td>Uniform plus food for assignments</td>
</tr>
<tr>
<td>Heroes and Villains</td>
<td>Nil</td>
<td>Excursions</td>
</tr>
<tr>
<td>In the Wild</td>
<td>Nil</td>
<td>Excursions and camp</td>
</tr>
<tr>
<td>Industrial Technology-Engineering</td>
<td>$80 a year for consumables</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Technology-Metal</td>
<td>$90 a year for consumables</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Technology-Timber</td>
<td>$80 a year for consumables</td>
<td>Nil</td>
</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$25 a year for consumables</td>
<td>Nil</td>
</tr>
<tr>
<td>Japanese</td>
<td>$30 a year for workbooks</td>
<td>Excursions</td>
</tr>
<tr>
<td>Music</td>
<td>$20 a year</td>
<td>Excursions and performances</td>
</tr>
<tr>
<td>Physical Activity &amp; Sports Studies</td>
<td>Nil</td>
<td>Excursions (if any)</td>
</tr>
<tr>
<td>Textiles &amp; Design</td>
<td>$15/yr</td>
<td>Fabrics and patterns</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$55/yr (Larger art work additional cost to student).</td>
<td>Excursions &amp; Visual Arts Diary</td>
</tr>
</tbody>
</table>
Subject Selection Procedures

All Year 8 students will be required to complete their elective subject selections utilising the school’s Webchoices system. An overview of how to use this system is detailed below:

Subject Selection Timeline

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 14th August 2014</td>
<td>• Year 8 students receive the Subject selection handbook</td>
</tr>
<tr>
<td></td>
<td>• Year meeting with basic information in regards to subjects available within each faculty area</td>
</tr>
<tr>
<td>Friday 15th August 2014</td>
<td>• Webchoices open to students online to complete subject selections</td>
</tr>
<tr>
<td>Sunday 17th August 2014</td>
<td>• Closing date for subject selections to be entered using Webchoices</td>
</tr>
<tr>
<td><strong>HAWKESBURY HIGH</strong></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td><strong>MANDATORY SUBJECTS</strong></td>
<td></td>
</tr>
</tbody>
</table>

- ENGLISH
- MATHEMATICS
- SCIENCE
- AUSTRALIAN GEOGRAPHY CIVICS AND CITIZENSHIP
- HISTORY – THE MAKING OF THE MODERN WORLD AND AUSTRALIA
- PD HEALTH PE
- SPORT
COURSE NAME: ENGLISH

Key Learning Area English

Faculty Administering the Course English

<table>
<thead>
<tr>
<th>Brief Outline of Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students engage in reading, viewing, writing, speaking and listening through the study and production of literature, mass media and everyday language texts.</td>
</tr>
</tbody>
</table>

**Reading and viewing**

Students are encouraged to read widely as well as engage in the close study of class texts, film and media products to understand, enjoy and respond perceptively and individually to what they read and view. Students must have experience of Shakespearean drama and non-fiction in Years 9 & 10.

**Writing**

Students will learn to write with pleasure, confidence and competence over a wide range of registers and forms for a variety of purposes and audiences.

**Oral Language**

Students will develop their speaking and listening skills through discussion, group work, debating, role-play, drama presentations and the viewing of professional performances of poetry and drama.

<table>
<thead>
<tr>
<th>Skills Developed by the Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of learning English in Years 9-10 is to help students become better writers, speakers, readers and listeners; to become more critical and analytical in their approach to the written and spoken word and to encourage them to develop confidence when engaging in a variety of language situations. Students are encouraged to strive for personal excellence in interpreting and using language in the contexts of every day communication and personal expression, literature and mass media.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Year 9 and 10 English is based on a range of assessment tasks and examinations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Requirements or Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should be aware that they may be required to attend performances during the year. These range in price from approx. $5 - $15. Parents will receive plenty of notice.</td>
</tr>
</tbody>
</table>
**COURSE NAME:** MATHEMATICS – STAGE 5.1, 5.2, 5.3  
**Key Learning Area** Mathematics  
**Faculty Administering the Course** Mathematics

<table>
<thead>
<tr>
<th>Brief Outline of Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mathematics 9-10 Syllabus aims to develop mathematical skills and confidence in students appropriate to their level of development. It emphasises the ability to investigate and reason logically, to solve non-routine problems, to communicate about and through mathematics, to connect ideas within mathematics and to be motivated to learn more mathematics.</td>
</tr>
</tbody>
</table>

Students study three strands:  
- **Number and Algebra**  
- **Measurement and Geometry**  
- **Statistics and Probability**

Students are encouraged to work mathematically throughout the course. They are presented with opportunities to ask questions, apply strategies, communicate ideas, reflect, and reason. Students move through three stage levels 5.1, 5.2 & 5.3 according to their demonstrated ability in Mathematics.

<table>
<thead>
<tr>
<th>Course Assessment –</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be progressively assessed through Years 9 and 10. Marks are aggregated to determine an end of year grade.</td>
</tr>
</tbody>
</table>

Assessments may include:

- student responses to questions, including open-ended questions  
- student explanation and demonstration to others  
- questions posed by students  
- samples of students work  
- student-produced overviews or summaries of topics  
- practical tasks such as measurement activities  
- investigations and/or projects  
- students oral and written reports  
- pen and paper tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)  
- open-book tests  
- comprehension and interpretation exercises  
- student-produced worked samples  
- teacher/student discussion or interviews  
- observation of students during learning activities, including listening to students’ use of language  
- observation of students participation in a group activity  
- consideration of students portfolios  
- students plans and records of their solutions to problems  
- students journals and comments on the process of their solutions.
Special Requirements or Considerations

Stage 5.1
This stage is designed for less mathematically able students.

Stage 5.2
This stage is aimed at the middle 50% of students and is quite challenging.
High achievement in this course is a suitable background for studying 2 Unit Mathematics for the Higher School Certificate.

Stage 5.3
This stage is the most difficult and challenging of the 3 stages.
It is a prerequisite for studying Mathematics Extension courses for the Higher School Certificate.

Course Costs

Purchase of a scientific calculator (approx. $20).
**COURSE NAME:** SCIENCE  
**Key Learning Area** | Science  
**Faculty Administering the Course** | Science  

**Brief outline of Course content**  
The Stage 5 course is a 2 year course. Topics covered in Years 9 & 10 are assessed throughout the year and will be recognised in the achievement of the ROSA. It is essential all work is completed and kept for revision. Seven to eight topics are studied in each year. The topics are selected to develop students’ skills, and incorporate full coverage of Stage 5 syllabus requirements.

| Practical Skills: | observing, recording, manipulating equipment, making accurate measurements, designing, planning and carrying out investigations. |
| Communication and expression: | describing systems verbally, numerically and symbolically, conveying information in words, diagrams, tables and graphs, presenting written reports of experimental investigations, listening effectively, summarizing information. |
| Problem solving: | accessing information, assessing and evaluating information, recording, classifying and analysing data, formulating questions, constructing models, making and testing predictions, evaluating conclusions, solving simple numerical problems by summarising data, selecting appropriate mathematical models, correctly substituting data and choosing appropriate data. |
| Social interaction: | working co-operatively with others, assuming different roles within a group, working effectively as an individual. |
| Technological Skills: | describing technology, its effects and potential effects, selecting and using appropriate technology in practical situations, responding to technological issues. |

**Course Assessment**  
A variety of tasks will be used to assess student outcomes, including practical activities, examinations, skill tests and research assignments.

**Special Requirements or Considerations**  
Students are required to wear leather footwear during practical work. Hair should be tied back.

**Course Costs**  
Nil
**COURSE NAME:** AUSTRALIAN GEOGRAPHY, CIVICS AND CITIZENSHIP

**Key Learning Area**

| HSIE |

**Faculty Administering the Course**

| HSIE |

| **Brief outline of Course content** |

This is a mandatory course which looks at the development of Australian both physically and in human terms, as well as civic responsibility. It is tested by a state wide examination at the School Certificate end of Year 10.

Year 9 looks at the Australian continent and the physical characteristics that make it unique, the Aboriginal perspective on Australia, natural hazards, the human characteristics that make Australia unique and changing Australian communities.

Year 10 looks at more contemporary Australian environments and the ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment and Australia in its regional and global contexts and the roles of individuals and groups in planning a better future.

In years 9 & 10 there is also an emphasis on how Australians can act as responsible citizens both domestically and globally. Geography is also concerned with how the democratic and legal processes operate to direct our actions and how we use these processes to alter the future for Australia and its citizens.

**Geography topics include:**

Unique Australia, Changing Environments, Issues in Australian Environments, Australia in its Regional and Global Context.

**Skills Developed:** Research skills / analytical skills / essay writing skills / ICT skills

**Values Developed:** Ecological sustainability / a just society / intercultural understanding / informed and active citizenship / lifelong learning

| **Course Assessment** |

Assessment will be made through examinations, research projects, topic and skills tests and class work.

| **Special Requirements or Considerations** |

Nil

| **Course Costs** |

Some minor excursion costs.
**COURSE NAME:** HISTORY – THE MAKING OF THE MODERN WORLD AND AUSTRALIA  

**Key Learning Area**  
HSIE

**Faculty Administering the Course**  
HSIE

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Topics include:

- The Movement of Peoples – the influence of the Industrial revolution on the movement of peoples throughout the world, including the transatlantic slave and convict transportation.
- Australians at war –WW1 and WW2
- The Holocaust
- Rights and Freedoms

**Skills Developed:** Research skills / analytical skills / essay writing skills/ ICT skills

**Course Assessment:** Assessment will be made through examinations, research projects, topic and skills tests and class work.

**Special Requirements or Considerations** nil

**Course Costs** Some minor excursion costs
COURSE NAME: PERSONAL DEVELOPMENT/ HEALTH/ PHYSICAL EDUCATION

Key Learning Area PDHPE

Faculty Administering the Course PDHPE

<table>
<thead>
<tr>
<th>Brief outline of Course content</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDHPE is a mandatory requirement of all students in yrs 7-10 and is concerned with the development of the whole person. The course is both practical and theoretical. The practical sessions include a variety of games, dance, gymnastics, athletics and fitness related activities. Theoretical components of the course include topics such as: Drug Education, Relationships, Sexuality, and Cyber Safety, among others. Throughout the course the emphasis is on adopting a healthy and fulfilling lifestyle and to prepare students to take a responsible, informed and productive role in society.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Developed by the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications, interpersonal, decision making, problem solving, group work, and negotiation. Movement skills, performance skills and teamwork, leadership. The course also helps to develop self-esteem and aesthetic appreciation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Practical Assessment Oral reports/presentations Theoretical examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Requirements or Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full PE uniform and appropriate footwear is required for practical sessions and 96-page exercise book for theory lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no cost for the core course.</td>
</tr>
</tbody>
</table>
**COURSE NAME:** SPORT

**Key Learning Area**

Sport

**Faculty Administering the Course**

PDHPE

### Brief Outline of Course Content

School sport is held over two periods (2 hours) on a weekly basis. In 2015, sport will be integrated into students’ timetables and will be implemented by teachers from across the whole school. Sport will be held separately for each year group, with school sport scattered throughout the week. Sport is mandatory for all students in Years 7-10.

The three major carnivals, swimming, cross-country and athletics are held in Terms 1 and 2. Students placing at these carnivals can go on to represent the school at zone, regional and state levels.

A large number of state wide knockout competitions are also provided for students. Rugby league, netball, union, basketball, soccer and cricket allow talented and/or interested students another area to excel.

### Skills Developed by the Course

Build on skills developed in Years 7 and 8
Experience a wide range of physical activities
Teamwork, sportsmanship, refereeing/umpiring skills
Develop a habit of weekly activity for a healthy lifestyle

### Course Assessment

This will include attendance, uniform and participation

### Special Requirements or Considerations

Full sport uniform must be worn
Students may need to meet the ongoing costs of transport and recreational activities (if chosen)

### Course Costs

No cost for week to week sport. Costs may vary according to recreational activities offered periodically throughout the term.
Agriculture

Commerce

Dance

Drama

Food Technology

Heroes and Villains

In the Wild

Industrial Technology- Engineering

Industrial Technology- Metal

Industrial Technology- Timber

Information and Software Technology

Japanese

Music

Physical Activity and Sports Studies

Textiles & Design

Visual Arts
**COURSE NAME:** AGRICULTURE  

**Key Learning Area**  
Technological and Applied Studies (TAS)  

**Faculty Administering the Course**  
Science  

<table>
<thead>
<tr>
<th>Brief outline of Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will study both Animal and Plant Production.</td>
</tr>
</tbody>
</table>

*Animal Production* can include beef and dairy cattle, sheep, poultry and bees.  
*Plant Production* can include crop production such as oats and sorghum, pasture improvement and horticulture crops such as vegetables and potted plants.  

These enterprises are studied in the following ways:  

**Areas of Focus:** interactions, management and sustainability  
**Processes:** designing, investigating and using technology and communicating  
**Perspectives:** Aboriginal, community, environmental, animal welfare, health and safety, historical and careers.  

**Practical Work:** Students will participate in ‘hands-on’ practical activities. This includes working with various animals, plant production techniques, driving and operating tractors and machinery and doing other farm related activities.  

<table>
<thead>
<tr>
<th>Course Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written tests, assignments and practical work will assess the students progress in Agriculture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Requirements or Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are required to wear suitable footwear during practical activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Costs</th>
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</thead>
<tbody>
<tr>
<td>$15/year and there may be excursion costs.</td>
</tr>
</tbody>
</table>
COURSE NAME: COMMERCE

Key Learning Area HSIE

Faculty Administering the Course HSIE

Brief outline of Course content

Commerce is an elective course in which a student develops knowledge and understanding of consumer, financial, business, legal and employment matters. Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students.

- Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies.
- In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.
- There is the opportunity for excursions, particularly to the Supreme Court and Police and Justice Museum where students take part in a mock trial.
- Students learn how to prepare for work; prepare for life after school, e.g. renting and budgeting; how to best purchase major items like a car; and how to get the most from travel experiences.

<table>
<thead>
<tr>
<th>STRUCTURE OF COURSE</th>
<th>OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE SUBJECTS</td>
<td></td>
</tr>
<tr>
<td>Consumer Choice</td>
<td>The options in <strong>bold</strong> will be covered:</td>
</tr>
<tr>
<td>Personal Finance</td>
<td>Investing</td>
</tr>
<tr>
<td>Law and Society</td>
<td><strong>Promoting and Selling</strong></td>
</tr>
<tr>
<td>Employment Issues</td>
<td>E-Commerce</td>
</tr>
<tr>
<td></td>
<td>Global Links</td>
</tr>
<tr>
<td></td>
<td><strong>Towards Independence</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Political Involvement</strong></td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td></td>
<td>Law in Action</td>
</tr>
<tr>
<td></td>
<td>Our Economy</td>
</tr>
<tr>
<td></td>
<td><strong>Community Participation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Running a Business</strong></td>
</tr>
<tr>
<td></td>
<td>School-developed Option</td>
</tr>
</tbody>
</table>

Skills Developed by the Course

The study of Commerce develops skills and background knowledge that are an advantage in studying Business Studies, Economics and Legal Studies in Years 11 and 12.

Course Assessment:

Class and researched based

Course Costs

Some minor excursion costs.
COURSE NAME: DANCE
Key Learning Area: Creative and Performing Arts
Faculty Administering the Course: Creative and Performing Arts

### Brief outline of Course content

The course covers the following areas over the two years:

**Introduction to Dance:**
- Technique, classical ballet positions and terminology, The Elements of Dance.
- Safety and stretches. Anatomy, muscle groups, how they relate to dance.
- Health and nutrition as a dancer.

**Dance Styles:**
- Close study: Tap as Dance Work of Art. Close study: students’ choice (group performance of a particular dance style and research project on that style). Class project on hip hop and choreography in this style learnt in class.

**Musical Theatre Dance:**
- Intro to Musical Theatre. History & overview of the genre throughout time.

**Choreography:**
- Students are immersed in the aspects of being a choreographer.
- Watch videos of different choreographers’ work. Elements of dance to be incorporated & considered when choreographing dance. Working in pairs or groups on choreography in a style of students’ choice.

### Skills Developed by the Course

Students will experience performance as part of an ensemble and will be given the opportunity to perform for an audience **although this is not a requirement of the course.** Students will work in groups collaboratively creating and choreographing their own routines, as well as compiling the audience which will view and appreciate a variety of performances, both professional and amateur.

### Course Assessment

The junior dance assessment is comprised of both practical and theoretical elements such as research projects, journals, review writing, demonstration of safe stretching, dance technique and performance.

### Special Requirements or Considerations

This course is designed for students who are committed to working independently, cooperatively and productively and who demonstrate self-discipline and self-direction in their learning. Students who enjoy performance would be well suited to the course, however, **students do not have to have experience as dancers to elect this subject as it is a beginner level dance course.** Performance in front of their own class is a part of this course and students are also encouraged although not required to perform in front of larger audiences as well.

### Course Costs

$20 to cover the cost of course materials such as costumes, props etc. There will be extra costs involved for excursions and performances that are outside of the school. There will be at least one excursion each year to the performance of a Musical Theatre production which is open to all Dance students.
### COURSE NAME:

**DRAMA**

### Key Learning Area

Creative and Performing Arts

### Faculty Administering the Course

Creative and Performing Arts

#### Brief outline of Course content

The course covers the following areas over two years

- improvisation
- play building
- dramatic forms
- the Reading and Writing of Scripts or Texts for Performance
- discussion, reading and writing about Drama and Theatre
- journal reflection on class proceedings
- Shakespeare
- Commedia dell Arte

#### Skills Developed by the Course

Students will develop the following skills in relation to the writing, reading, viewing and performing of drama pieces: acting, play reading, play building, play writing, play reviewing, directing and play production and technology.

Other areas include: warm-up improvisation, drama games, mime, play-building, performance, physical theatre, street theatre, mask, comedy and Commedia dell Arte.

#### Course Assessment

The assessment of the Drama course comprises of journal work, reviews, research assignments, performance night participation, monologues, end of course exam and various performances throughout the course

#### Special Requirements or Considerations

This course is designed for students who are committed to working independently, co-operatively and productively and who demonstrate self-discipline and self-direction, ideal for students who enjoy drama activities as well as viewing, reading and writing about plays.

Performance (in front of an audience) is an essential component of this course. Students who are unable or unwilling to demonstrate the self-discipline essential in Drama may be asked to re-select another elective.

#### Course Costs

$20 to cover the cost of course materials. There will be costs involved for performances and excursions.
COURSE NAME: FOOD TECHNOLOGY

Key Learning Area: Home Economics

Faculty Administering the Course: Technological and Applied Studies (TAS)

### Brief outline of Course content

1. A major component of this course is related to food preparation and service (50% class time).
   - Students will:
     - plan and prepare menus and foods suitable for the home and commercial food outlets
     - complete a series of simple fun experiments to ascertain the properties of food.
     - Prepare foods based on the theory studies in class

   This course will involve practical food activities during most weeks.

2. Students will learn about nutrition, food habits and the relationship between the food we eat and what we are, developing new food products and food for specific need.

3. Students will complete a series of design briefs requiring them to design and make new food products, and market them. This involves conducting surveys and producing advertisements.

### Skills Developed by the Course

- Culinary skills – food preparation and service
- Menu and meal planning
- Problem solving; design solutions in response to specific food needs
- Develop environmental and social responsibilities in the design of food.

### Course Assessment

- Practical work
- Assignments
- Class tests
- Class activities

### Special Requirements or Considerations

Students are required to purchase and wear a white apron and hat for all practical activities, protective leather shoes and bring practical requirements for all practical lessons. Special occasions may require students to bring their own food ingredients from home.

### Course Costs

$80 per year to cover the cost of all foods purchased and consumed for students for weekly food preparation activities.
**COURSE NAME:** HEROES and VILLIANS  
**Key Learning Area**  
HSIE  
**Faculty Administering the Course**  
HSIE

This an elective course which provides students with a broad understanding and enables depth studies of interest through flexible programming of focus areas.

<table>
<thead>
<tr>
<th>5 areas of study need to be completed under this elective course which can include some of the following:</th>
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<tbody>
<tr>
<td>• Delve into the unknown as we discover the wonders of being an archaeologist</td>
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<tr>
<td>• Discover your family’s history, or the history of the local area.</td>
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<tr>
<td>• Take an aural journey as you study Music through History</td>
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<td>• Get intimate with the Heroes and Villains throughout History</td>
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<tr>
<td>• Experience the blood curling gore of Crime and Punishment</td>
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<tr>
<td>• Hear the story of World Myths and Legends</td>
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<tr>
<td>• School developed study – a study of interest chosen by the class</td>
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<tr>
<td>• Participate in Sport and Recreation enjoyed throughout History</td>
</tr>
<tr>
<td>• Slavery</td>
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<tr>
<td>• Be inspired by famous Women in History</td>
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</table>

This course may involve a number of excursions and or incursions, all of which will cause a cost.

**Course Assessment**

Assessment will be made through research projects and class work.

**Course Costs:**

Minor excursion fees
COURSE NAME: IN THE WILD

Key Learning Area: HSIE

Faculty Administering the Course: HSIE

This an elective course which provides students with a broad understanding and enables depth studies of interest through flexible programming of focus areas. These focus areas will be chosen by the students as well as the teacher.

5 areas of study need to be completed under this elective course which can include some of the following:

- Catch a ride on a wave as we journey to the bottom of the deep blue sea to look at our oceans.
- Go on a journey into our forests.
- Examine extreme weather events and try your hand as a weather forecaster.
- Experience life on the edge of a volcano and be shaken by an earthquake.
- Take a virtual trip on at least one of the following: travel the Adelaide to Darwin railway, the Nile River from its source to mouth, from coastal Peru through the Andes mountains into the Amazon Rainforest, from LA to New York, India from north to south.
- Try your hand at life on a farm, fishing or mining.
- Delve into life in a developing country and look at ways to improve quality of life, learn about child soldiers and the abuse of human rights.
- Discover our neighbours as we study a country from the Asia-Pacific.
- Any option of interest developed by the school.

This course will involve a number of excursions, field trips, bush survival skills and an overnight camp, all of which will incur a cost.

Course Assessment

Assessment will be project based class work.

Special Requirements or Considerations

There are no special requirements or considerations.

Course Costs

Fieldtrip and Camp.
COURSE NAME: INDUSTRIAL TECHNOLOGY-ENGINEERING

Key Learning Area: Industrial Arts

Faculty Administering Course: Technological and Applied Studies (TAS)

**Brief outline of Course content**

Industrial Technology - Engineering will benefit any student who has an interest in how products and structures are manufactured. Most types of Engineering fields will be covered throughout this course. Students will test and experiment with a range of materials through the development of several practical projects and produce a written report on the findings.

**Skills Developed by the Course**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Practical projects will reflect the nature of the Engineering 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
- electronic and mechanical control systems

These skills relate directly to future senior Yr11 & 12 subjects, employment Vocational Training and University degrees in fields such as engineering (Civil, Bio, Environmental, Mechanical and Electrical), architect, building and structural designers.

**Course Assessment**

- Practical work – design and construction of various projects in both the metal and timber workshops.
- Assignments and associated theory work.
- Examinations

**Special Requirements or Considerations**

This course can be studied in conjunction with other Industrial Technology courses. Safety rules must be followed and protective clothing and covered in shoes are to be worn at all times.

**Course Costs**

$80 covers costs of project parts and associated consumable materials
**COURSE NAME:** INDUSTRIAL TECHNOLOGY- METALS

**Key Learning Area**  
Industrial Arts

**Faculty Administering Course**  
Technological and Applied Studies (TAS)

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**Brief outline of Course content.**

Industrial Technology - Metal provides students an appreciation for metal through theory and practical work. Students will learn to use a wide variety of tools, materials and processes of technology that they can transfer to projects that they attempt later in life.

The course tends an engineering approach by making tools or mechanical models (eg. vice, clamp etc), other practical projects such as barbecue cookers, gates and garden seats etc. can be made. This course is a good introduction to the metal trades, general engineering and maintenance work around the home.

**Skills developed by the Course.**

Students will learn:
- to read plans and translate images into the production of projects
- the correct and safe use of hand and power tools, such as lathes, grinders, welders and benders
- the ability to develop production sketches of articles students are designing and making
- construction skills for making articles from metal
- craftsmanship in working with metals and associated materials

These skills relate directly to future senior Yr11 & 12 subjects, employment, Vocational Training and University degrees in fields such as engineering, machining and welding & fabrication. In addition this course provides a solid base for leisure time activities and hobbies.

**Course Assessment**

- Practical work – design and construction of various projects in the metal workshops.
- Assignments and associated theory work.
- Examinations

**Special Requirements or Considerations.**

This course can be studied in conjunction with other Industrial Technology courses. Safety rules must be followed and protective clothing and covered in shoes are to be worn at all times.

**Course Costs.**

$90 covers costs of metals and associated consumable materials
**COURSE NAME:** INDUSTRIAL TECHNOLOGY- TIMBER  
**Key Learning Area**  Industrial Arts  
**Faculty Administering Course**  Technological and Applied Studies (TAS)

<table>
<thead>
<tr>
<th><strong>Brief outline of Course content</strong></th>
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<tbody>
<tr>
<td>Industrial Technology - Timber provides students an appreciation for timber through theory and practical work. Students will learn to use a wide variety of tools, materials and processes of technology that they can transfer to projects that they attempt later in life.</td>
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</table>

Industrial Technology - Timber involves designing and planning for the production and the construction of a series of products made from timber. Typical areas of study include Cabinetwork (projects such as upholstered stools, trinket boxes and bedside tables) and Wood Machining (with projects such as turned bowls, goblets, spinning tops, rolling pins etc).

<table>
<thead>
<tr>
<th><strong>Skills Developed by the Course</strong></th>
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<td>Students will learn:</td>
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<td>• correct and safe use of hand and power tools, such as lathes, electric sanders and routers</td>
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<td>• the ability to develop production sketches of articles students are designing and making</td>
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<td>• construction skills for making articles from timber</td>
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<td>• craftsmanship in working with timber and associated materials</td>
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</tbody>
</table>

These skills relate directly to future senior Yr11 & 12 subjects, employment, Vocational Training and University degrees in fields such as carpentry & joinery trade, cabinet making, and woodturning. In addition this course provides a solid base for leisure time activities and hobbies.

<table>
<thead>
<tr>
<th><strong>Course Assessment</strong></th>
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<tbody>
<tr>
<td>• Practical work – design and construction of various projects in the timber workshops.</td>
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<tr>
<td>• Assignments and associated theory work.</td>
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<td>• Examinations</td>
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<tr>
<th><strong>Special Requirements or Considerations</strong></th>
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<tbody>
<tr>
<td>This course can be studied in conjunction with other-Industrial Technology courses. Safety rules must be followed and protective clothing and covered in shoes are to be worn at all times.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Course Costs</strong></th>
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<tbody>
<tr>
<td>$80 covers costs of timber and associated consumable materials</td>
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</tbody>
</table>
**COURSE NAME:** INFORMATION & SOFTWARE TECHNOLOGY

**Key Learning Area** Industrial Arts

**Faculty Administering the Course** Technological and Applied Studies (TAS)

### Brief outline of Course content

Fifty percent of course time is spent using computers, gaining skills using a variety of software packages relating to word processing, spreadsheets, databases, graphics and Multimedia. The remainder of course time is spent developing knowledge and skills relating to:

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Networking Systems
- Software Development and Programming
- Robotics and Automated Systems.
- Database Design
- Digital Media

### Skills Developed by the Course

Using a variety of software applications – word processing, databases, spreadsheets, graphics and Problem solving. Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

### Course Assessment

- Practical work – on the computer
- Class tests
- Project Work
- Research assignments

### Special Requirements or Considerations

Access to computers at home is not essential

### Course Costs

$25 per year to cover the cost of Tutorial Booklets, consumables and server home folders.
### COURSE NAME:
JAPANESE

### Key Learning Area
LOTE

### Faculty Administering the Course
HSIE

#### Brief outline of Course content
The course covers the prescribed topics in the Japanese School Certificate course syllabus. Students studying Japanese will be given preference for the exchange visit to Japan.

#### Topics include:
1. About me, about you
2. At home
3. Going Places
4. At school
5. Cultural studies such as etiquette, family life, geography, sport, festivals, entertainment.

#### The skills developed by this course:
- Listening & Responding – understanding a range of spoken Japanese
- Speaking – expressing needs and opinions in everyday situations and simple conversation
- Reading & Responding – understanding simple passages and dialogue in Kana with the prescribed Kanji
- Writing – writing simple passages and notes in the Japanese language.

#### Course Assessment
Assessment will be cumulative with all four skills (speaking, listening, reading and writing) being assessed through each topic.

#### Special Requirements or Considerations
There are no special requirements except for an interest in learning Japanese.

#### Course Costs
$30 each year for a workbook. Some additional excursion costs.
COURSE NAME: MUSIC

Key Learning Area Creative and Performing Arts

Faculty Administering the Course Creative and Performing Arts

Brief outline of Course content

The elective Music course enables students to experience a broad range of music activities including performing, composing and listening. Students are encouraged to identify their own individual strengths and interests in particular areas of music and to specialise in these.

A wide range of topics will be covered. This course adopts a hands-on approach with emphasis on practical activities.

Skills Developed by the Course

Students already skilled in or have an interest to learn a particular instrument are encouraged to pursue knowledge of this instrument at greater depth. All students will participate in both individual and group practical work, instrumental and vocal.

Students will further develop skills in writing music in various styles individually and as a group. Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

Course Assessment

Performance
Composition
Listening

All of these will be separately assessed.

Special Requirements or Considerations

While it is not a requirement for students to have outside tuition on their individual instruments it would certainly be of immense benefit to the student.

Course Costs

$20 per year. Students will need to provide their own accessories for certain instruments. These may include drumsticks, reeds, leads, strings, tapes (vocal) and headphones. Excursion costs are additional.
### COURSE NAME:
**PHYSICAL ACTIVITY AND SPORT STUDIES**

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>PDHPE</th>
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<tr>
<td>Faculty Administering the Course</td>
<td>PDHPE</td>
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</table>

#### Brief Outline of Course Content

This course has been designed for students wishing to extend their studies beyond that offered by the Years 7-10 Core PDHPE program. 50% of the course is theory based whilst the other 50% is practical.

The theory includes:
- Anatomy and Physiology (skeletal, muscular, respiratory, circulatory systems)
- Basic biomechanics
- Weight training/fitness testing
- Coaching
- First Aid/Sports Injuries
- Nutrition and Sport

The practical components address areas outside the normal scope of the Years 7-10 PDHPE program and are integrated in regard to theory concepts, for example, sports coaching.

#### Skills Developed by the Course

**Knowledge and Understanding** of the principles and practices of coaching, developing movement skills, sociology of sport and factors that contribute to lifestyle balance.

**Skills** in communicating effectively with others, establishing a positive coaching style, a range of higher order movement skills and establishing a healthy lifestyle.

**Values and attitudes:** respect the values of others, value the importance of physical fitness, develop a responsibility for personal and community health and recognise the challenging and satisfying nature of performance.

#### Course Assessment

Students will be assessed with a variety of assessment techniques including formal examinations, coaching sessions, practical assessments and research tasks.

#### Special Requirements or Considerations

A desire to be healthy and an interest in sport and fitness
A desire to gain certification in various sports for coaching
Exemplary behaviour when involved in out of school activities
**COURSE NAME:** TEXTILES & DESIGN  

**Key Learning Area**  
Home Economics

**Faculty Administering the Course**  
Technological & Applied Studies (TAS)

**Brief Outline of Course Content**

50% of class time is spent sewing articles of clothing, such as daywear, e.g., skirts, tops and sleepwear, soft furnishings and textile arts. There is a wide array of choice in each practical unit allowing students the opportunity to produce articles, which suit their individual needs and preferences.

During the remaining 50% of class time students will:

- develop skills in fashion design and fashion drawing
- complete research and experimental activities to ascertain the qualities and characteristics of fabrics
- complete design briefs.

**Skills Developed by the Course**

- garment construction  
- understanding and following commercial patterns  
- fashion design and drawing  
- fabric printing and dyeing  
- selecting fabrics for specified end uses and caring for fabrics

**Course Assessment**

- Three practical articles are to be completed in each year  
- Design activities  
- Class tests

**Special Requirements or Considerations**

Safety rules must be followed and protective closed in shoes must be worn at all times.

**Course Costs**

$15 each year is charged to cover the cost of materials used in class. In addition to this, students are required to purchase the materials needed to produce three practical articles, for example, garments in each year.
COURSE NAME: VISUAL ARTS
Key Learning Area Creative and Performing Arts
Faculty Administering the Course Creative and Performing Arts

**Brief Outline of Course Content**

Students will learn to make art in a wide range of forms to give meaning to such aspects of life as people, events, issues and qualities in the natural and built environment. Students will explore ways of becoming visually literate by learning to communicate ideas and feelings through the making and designing of visual images. They should progress to become confident in making innovative and imaginative works that have a high level of personal and social meaning.

Students will explore the work of artists and designers whose work relates to their own, and develop skills in analysis, historical study and critical thinking.

The knowledge, skills and values developed in this course provide a sound foundation for students electing to study Visual Arts in Years 11 and 12.

Students will keep a Visual Arts Process Diary to document the development of visual and language skills. This will also be used for planning and reflective purposes.

**Course Assessment**

Major Artworks with Visual Arts Process Diary Planning
Exams
Research assignments

**Special Requirements or Considerations**

This course is designed for students who are committed to working independently, cooperatively and productively across long term projects. Visual arts is ideal for students who enjoy problem solving and creative processes and who have the capacity for deliberate concentration. Students who are unable to demonstrate self-discipline may find this course unappealing.

**Course Costs**

$55 per year to cover the cost of consumables. Cost of large art works is the responsibility of the students and is not covered in the course costs. Excursion costs are additional.
Dear Parent/Caregiver,

Please discuss this booklet and subject selection with your child to ensure he/she is aware of requirements for each subject.

Name: __________________________

Subject fees are compulsory and are needed to provide the appropriate consumable materials for your son/daughter. Students are asked to choose subjects within their budget. If fees are not paid by the due date then your son/daughter may be requested to choose another subject.

**Instructions:**
All students need to select 3 Electives plus two reserves in preference order.

Every effort will be made to give students their first three choices, however this will depend on the number of students who choose each subject.

I understand the cost of the subjects chosen above is $______________and agree to pay this amount to enable my son/daughter to participate in this subject.

Parent/Caregiver signature: ________________________________

Student’s signature: ________________________________

**Return to Front Office with your Webchoices receipt by Friday 15th August, 2014.**

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**ELECTIVE SUBJECT PLANNING FORM**
**FOR YEAR 9 2015 & YEAR 10, 2016**

<table>
<thead>
<tr>
<th>PRIORITY 1</th>
<th>PRIORITY 2</th>
<th>PRIORITY 3</th>
<th>RESERVE 1</th>
<th>RESERVE 2</th>
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<tbody>
<tr>
<td>Agriculture</td>
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<td>Commerce</td>
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<td>Food Technology</td>
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<td>Heroes and Villains</td>
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<td>In the Wild</td>
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<td>Industrial Technology- Engineering</td>
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<td>Industrial Technology- Metals</td>
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<td>Information &amp; Software Technology</td>
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<td>Physical Activity and Sport Studies</td>
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<td>Textiles and Design</td>
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<td>Visual Arts</td>
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