



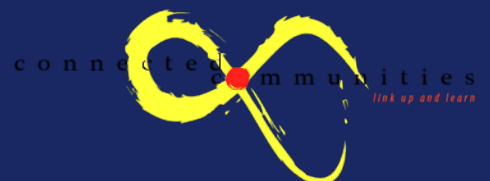
'The end crowns the work'

Stage 5 Elective Handbook

Year 9 2024
Year 10 2025



Education





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Message To Parents & Carers

We are pleased to provide details of elective courses for students in Years 9 and 10 at Kempsey High School. This is an exciting time for students, who for the first time are able to choose three of their subjects.

Research conducted by the Department of Education around retention and engagement at school, highlights the importance of electives and student choice in relation to satisfaction at school.

Students are encouraged to choose subjects which interest them, and which may contain areas of study and key skills in which they have shown ability. Elective subjects in Stage 5 may be an opportunity to focus on subjects that students may think they will study in Years 11 and 12. While there may be some advantage in the senior years to having studied courses in Years 9 and 10, the courses are not a prerequisite for senior study and students should not feel “locked” into a particular senior pathway while in Years 9 and 10.

There are intellectual and emotional benefits for students in choosing vocational and interest courses to gain variety and breadth in their education.

This booklet contains a summary of course information and we encourage all parents to read these outlines with their children before deciding on their elective subjects. If you have any questions about specific courses, please consult the Head Teacher, Year Adviser or course coordinator concerned.

Simon McKinney
Executive Principal



Staff Contacts

School Senior Executive		
Executive Principal		Mr Simon McKinney
Deputy Principal		Mr Aaron Hinchcliffe
Deputy Principal		Mr Jed Peisley
Deputy Principal		Mr Jarryd Hensley
Faculty Head Teachers		
English	Mrs Sharyn Rix	English, French
Mathematics PDHPE	Mr Terry Byrne	Mathematics, PDHPE, PASS, Clontarf, Outdoor Education
Science	Mr Paddy Dixon	Agriculture, Big History, Science, Marine Studies
HSIE	Mr Linc Urquhart	Aboriginal Studies History, Geography
TAS	Mrs Kristy Hinchcliffe	Automotive, Food Technology, Child Studies, Textiles, Industrial Technology- Wood & Metal
CAPA	Mrs Susan Marsh	Dance, Drama, Music, Photographic and Digital Media, Visual Arts
Supported Learning	Mr Luca Rizzo	
Support Staff		
Career's Adviser		Mr Mark Rix
Transition Adviser		Mrs Tourmaline Bailey
Aboriginal Education Officer		Ms Georgie Murphy
CLONTARF Academy		Mr Joel Cooper
NASCA Academy		Ms Misty Kelly
HT Wellbeing		Ms Leesa Llyod-Field
HT Administration Year 8 Adviser		Ms Jessica Ryan



Compulsory Subjects in Years 9 & 10

In Year 9 and 10, you are still required to study compulsory subjects outlined by the New South Wales Education Standards Authority (NESA).

These subjects include:

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

Requirements for completion of Subjects

To successfully meet all the requirements for each subject, students must:

- Attend school on a regular basis.
- Participate in all learning activities.
- Complete all Assessment Tasks with a genuine attempt



Electives

As outlined by NESA, students must successfully complete a minimum of 2 elective courses over 2 years totalling 200 hours of study to be eligible for a Record of School Achievement (ROSA) at the successful completion of Year 10.

At Kempsey High School, students study a minimum of **3 electives**. This allows for more flexibility in choice and subject offerings for the entire cohort. Students will be required to study the course for the duration of Years 9 & 10.

Why Elective courses are important

Studying subjects that students like and capture their interest adds to the enjoyment of a student's school experience. Everyone is good at something. Doing subjects that students are good at allows them to further develop their skills and knowledge.

The subjects' students choose at school can support the type of career they may pursue. However, please note that students are eligible for all subjects in Stage 6, regardless of the electives they study in Stage 5.

Considerations for Subject Choice

Interest: Choose subjects that YOU are interested in studying.

Motivation: Choose subjects that you want to study, get involved with and enjoy! Make sure you make the choice based on your own thoughts.

Success: What subjects have been successful in the past.



What is the ROSA?

At the end of Year 10, all students receive a Record of School Achievement also known as the ROSA. The ROSA indicates your achievement level of course outcomes against an A-E scale.

The A-E Scale is outlined below.

Grade	Description
A	Exemplary The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	Highly Developed The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	Sound The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	Developing The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	Limited The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.



Needing Help?

WHO	HOW
Subject Teachers	Can give you feedback on the skills and subjects they believe you are good at.
Careers & Transition Adviser	Can help you identify a career path and provide information about which subjects are useful for careers.
Year Adviser HT Administration Deputy Principals	Can help by talking over your ideas and addressing any concerns you may have.
Parents and carers	They want the best for you. If you have differing ideas, or if they'd like more information, please encourage them to contact the school.
You	Research, seek help from the right people and be confident about your decisions.

Things to Consider

Students need to consider their:	
Ability	Choose subjects they are good at
Interest	Choose subjects in which they are interested
Motivation	Choose subjects they really want to learn
Challenge	Choose subjects that will challenge and through which they will grow as a person

Types of Courses

NESA
Course content developed by NESA; recorded on the ROSA
School Developed
Course content developed by Kempsey High School to meet student interest; not recorded on ROSA



Stage 5 Courses

Compulsory Courses	Faculty
English	English
Science	Science
Mathematics	Mathematics
Personal Development, Health and Physical Education	PDHPE
Geography	HSIE
History	HSIE
Careers Education	
Sport	PDHPE
Elective Courses	Faculty
Aboriginal Studies	HSIE
Agriculture	CAPA
Big History**	Science
Child Studies	TAS
Clontarf**	PDHPE
Dance	PDHPE
Design & Technology	TAS
Drama	English
Food Technology	TAS
French Elective	English
History Elective	HSIE
Industrial Technology – Engineering	TAS
Industrial Technology- Automotive**	TAS
Industrial Technology – Metal	TAS
Industrial Technology – Wood	TAS
Industrial Technology – Multimedia	TAS
Marine and Aquaculture Technology	Science
Music	CAPA
Physical Activity and Sport Studies	PDHPE
Outdoor Education**	PDHPE
Textiles Technology	TAS
Photographic & Digital Media	CAPA
Visual Arts	CAPA
Visual Design	CAPA

PLEASE NOTE

Subject** indicates this subject will not appear on the students Record of School Achievement (RoSA). Students may only select **ONE** of these subjects to study.



English

Mandatory - Board Developed

Course description (Years 7–10)

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive, and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

The English Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They analyse texts, evaluating content, differentiating between fact and opinion and challenging points of view. Through responding to and composing texts students develop an understanding of themselves and their relationships with others and the world. They reflect on their own and others' learning, assessing learning strategies and purposes to adapt to new contexts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Course requirements

In each Stage students study a wide range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts for critical analysis, interpretation and pleasure. They respond to texts that are widely regarded as quality literature, Australian literature, including texts by and about Aboriginal and/or Torres Strait Islander People(s), and texts from different cultures and times that offer a variety of perspectives.

In Stage 5 students study Shakespearean drama.

Record of School Achievement

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed English syllabus substantially in each of Years 7–10 and
- complete at least 400 hours of English study by the end of Year 10.
- Satisfactory completion of at least 200 hours of study in English during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the English course based on Life Skills outcomes and content are not allocated a grade.



Mathematics

Mandatory - Board Developed Course

Course description (Years 7–10)

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The Mathematics Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

Course requirements

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10
- complete at least 400 hours of Mathematics study by the end of Year 10.
- Satisfactory completion of at least 200 hours of study in Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Mathematics course based on Life Skills outcomes and content are not allocated a grade.



Science

Mandatory - Board Developed Course

Course description

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives. The Science Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Course requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve hands-on practical investigation. At least one Stage 5 project will be an individual task.

Record of School Achievement

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

1. study the Board developed Science syllabus substantially in each of Years 7–10, and
2. complete at least 400 hours of Science study by the end of Year 10.
3. Satisfactory completion of at least 200 hours of study in Science during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Science course based on Life Skills outcomes and content are not allocated a grade.



Personal Development, Health and Physical Education

Mandatory - Board Developed Course

Course description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens. The PDHPE Years 7–10 Syllabus includes Life Skills outcomes and content for students with disability.

What students learn

The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths, and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.



Course requirements

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

All three strands must be taught in each year from Kindergarten to Year 10, providing opportunities to develop the knowledge, understanding and skills in both health and physical education. Equal emphasis should be given across health and physical education concepts. Students should be provided with opportunities to develop PDHPE skills from each domain across each year of learning.

Developing movement skills and participating in physical activity are integral to the PDHPE K–10 Syllabus. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum part of the PDHPE syllabus. For some students with disability, teachers will need to consider relevant and appropriate adjustments to movement experiences.

Record of School Achievement

The mandatory curriculum requirement for eligibility for the award of the Record of School Achievement (RoSA) is that students study the Board developed PDHPE syllabus for 300 hours in Years 7–10.

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade. Students undertaking the PDHPE Years 7–10 course based on Life Skills outcomes and content are not allocated a grade.



Geography

Mandatory - Board Developed Course

Course description (Years 7–10)

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens. The Geography Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies, and visual representations.

Years 9–10

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns, and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Course requirements

Fieldwork is an essential part of the study of Geography. All students must undertake fieldwork in Stage 4 and Stage 5.

Record of School Achievement

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed Geography syllabus substantially for each of Years 7–10, and
- complete 100 hours of Geography in Stage 4 and 100 hours of Geography in Stage 5.
- Students who have met the mandatory study requirements for Years 7–10 Geography will receive a grade for Geography for the RoSA.

Students undertaking a course based on Life Skills outcomes and content are not allocated a grade.



History

Mandatory - Board Developed Course

Course description (Years 7–10)

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

The History Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Years 9–10

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Course requirements

All students must complete a site study in Stage 4 and in Stage 5.

Record of School Achievement

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed History syllabus substantially for each of Years 7–10, and
- complete 100 hours of History in Stage 4 and 100 hours of History in Stage 5.
- Satisfactory completion of 100 hours of study in History during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the History course based on Life Skills outcomes and content are not allocated a grade.



ELECTIVES

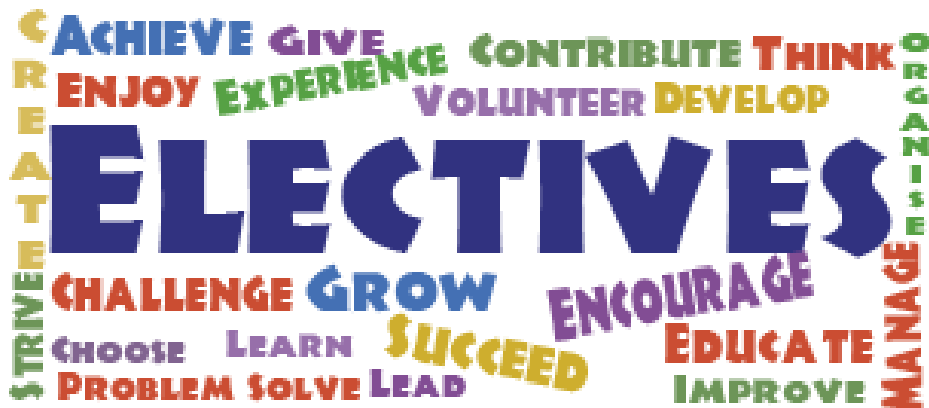
You will now be required to select three (3) of the following subjects to study as an elective for

Year 9 and 10.

There are lots of options!

Choose things that:

- YOU like
- YOU are interested in
- YOU will enjoy





Aboriginal Studies

Elective - Board Developed Course

Course description

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

The Aboriginal Studies Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about the contributions and significance of Aboriginal Peoples, their cultural identities and expressions, including in the visual and performing arts, languages and spiritualities. Students study interactions between Aboriginal Peoples and communities and non-Aboriginal people. Students develop understanding of the importance of self-determination, and the contributions of Aboriginal Peoples, locally and nationally.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students analyse the effects of stereotyping on Aboriginal Peoples and communities.

Students learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings. Students also develop an awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge.

Course requirements

Aboriginal Studies is an elective course that can be studied for 200 hours during Stage 5.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Aboriginal Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Students undertaking a course based on Life Skills outcomes and content are not allocated a grade.





Agriculture

Elective - Board Developed Course

Course description

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The Agricultural Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

The content integrates the study of interactions, management, and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Course requirements

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

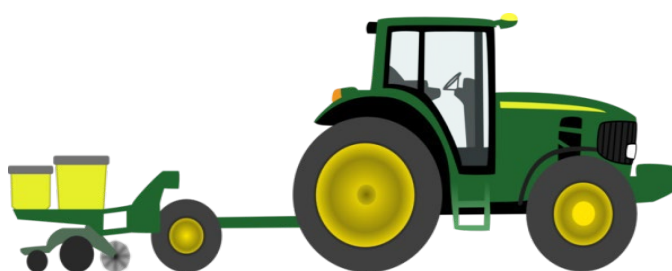
Students with disability require adjustments and/or additional support in order to engage in practical experiences.

Note: There is a cost associated with this course

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Agricultural Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Students undertaking the Agricultural Technology course based on Life Skills outcomes and content are not allocated a grade.





Big History

Elective – Board Approved Course

***PLEASE NOTE: This subject will not appear on the students Record of School Achievement.**

Course description

This course aims to develop students' understanding of the history of the universe from the 'big bang' to the modern day and beyond, through an exploration of the themes and patterns that can help us better understand the world we live in. Big history will develop students' ability to synthesise complex information, hypothesise and develop arguments, develop key critical thinking skills and enhance their reading, writing, and research skills in a multidisciplinary way.

What students learn

This course is designed for students curious about seeking answers to big questions regarding the history and development of our universe, including the origin of our species. It promotes reasoned predictions of future events. Collaboration amongst students, teachers, scholars and scientists is the foundation of big history. It places human history in the broader context of the universe's history.

Through the integrated study of the cosmos, life and humanity, students will use empirical evidence to develop a deeper appreciation of the evolution of knowledge systems and the complex relationship between evidence and ideas.

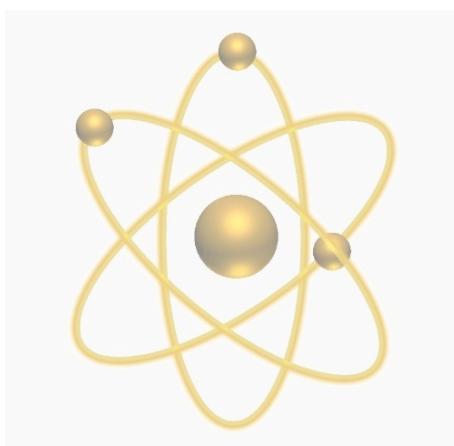
Course requirements

It is made up of 10 topics all of which are mandatory. The course is designed to be taught sequentially.

1. What is big history?
2. Big bang
3. Stars and galaxies
4. New chemicals
5. Planetary bodies
6. Life
7. Humans
8. Agriculture and civilisations
9. Our connected world
10. The future

Record of School Achievement

Big history is a 200-hour Stage 5 elective. **This subject will not appear on the students Record of School Achievement.**





Child Studies

Elective - Content Endorsed Course

Course description

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

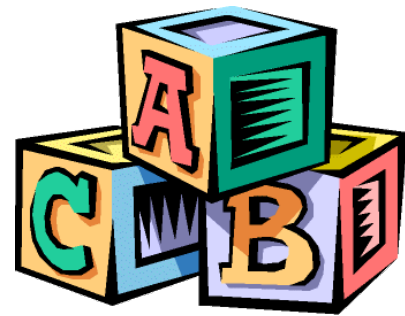
The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15- and 30-hours duration.

The syllabus modules are:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities



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

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development.
- Course requirements
- Students may undertake either 100 or 200 hours of study in Child Studies in Stage 4 and/or Stage 5. The outcomes and content have been designed at a Stage 5 level.

Course Requirements

There is a cost associated with this course.



CLONTARF Elective

Elective – School Endorsed Course

***PLEASE NOTE: This subject will not appear on the students Record of School Achievement.**

Course Description

This is a school developed endorsed course is designed to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate more meaningfully in society.

Students learn about:

Using supportive relationships, a welcoming environment and a diverse range of activities, the young Aboriginal and Torres Strait Islander men in our programme develop improved self-esteem and confidence which assists them to participate in education, employment and society in a positive way.

Our approach has proven to be very successful, not only in attracting young men to school and keeping them there, but also in having them embrace more disciplined, purposeful and healthy lifestyles

Course requirements

- Students will be required to meet with all participation costs involved in excursion activities.
- The student is a CLONTARF Academy student that identifies as Aboriginal and/or Torres Strait Islander.

There is cost associated with this course.



clontarf
foundation



Dance

Elective - Board Developed Course

Course description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What students learn

All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Course requirements

Students may undertake either 100 or 200 hours of study in Dance in Stage 5.

There is cost associated with this course.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Students undertaking the Dance course based on Life Skills outcomes and content are not allocated a grade.





Design and Technology

Elective - Board Developed Course

Course description

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

The Design and Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Course requirements

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

Students undertaking the Design and Technology course based on Life Skills outcomes and content are not allocated a grade.

There is cost associated with this course.





Drama

Elective - Board Developed Course

Course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works.

Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What students learn

All students undertake a unit of play building in every 100-hours of the course. Play building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course requirements

Students may undertake either 100 or 200 hours of study in Drama in Stage 5.

There is cost associated with this course.

Record of School Achievement



Satisfactory completion of 100 or 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).



Food Technology

Elective - Board Developed Course

Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products.

What students learn

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.



Course requirements

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

There is a cost associated with this course and students require an apron.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Food Technology course based on Life Skills outcomes and content are not allocated a grade.



French

Elective – Board Endorsed Course

Course description

Are you interested in travel? Communication? Learning about other countries, cultures, cuisines and customs? Do you want to give yourself an edge in any future career you choose and earn more money than your monolingual peers? Do you want the opportunity to study or work in Europe, North America, Africa or the Pacific?

If you answered yes to any of these questions, then you should be considering taking French in Stage 5.

The Stage 5 course goes into greater depth and detail and will allow you to develop the ability to communicate with French speakers on a range of topics relating to your own world.

Each K–10 Languages course includes Years 7–10 Life Skills outcomes and content for students with disability.

What students learn

In Stage 5 French you will learn in more detail about the way the French language is different from and similar to English. This means that you will also learn to better understand your own language, improving your literacy skills and communicative capacity.

Students will also learn about many of the fascinating aspects of Francophone culture through engaging with authentic materials and texts and discussing experiences and ideas about culture from both an Australian and a Francophone perspective.

Along the way you'll be playing games, reading, hearing and viewing a range of texts in French, and practising your speaking and writing skills. In addition to your base text, your teacher will source material from the internet, film, music and clips, magazines and books to help you really get to know how French-speaking people live, speak and act.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade.

Students undertaking a Years 7–10 Languages course based on Life Skills outcomes and content are not allocated a grade.





History Elective

Elective - Board Developed Course

Course description

Elective History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

The History Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Course requirements

The History Elective course consists of three topics which include a range of options for study.

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in History Elective during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Students undertaking the History Elective course based on Life Skills outcomes and content are not allocated a grade.





Industrial Technology - Automotive

Elective – Board Endorsed Course

Course Content

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

What students learn

The Automotive focus area provides opportunities for students to develop knowledge, understanding and skills in relation to automotive and associated industries.

The Automotive 1 core module develops knowledge and skills in the use of tools, materials and techniques related to automotive maintenance and repair. These are enhanced and further developed through the study of the Automotive 2 specialist module.

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

- automotive restorations
- maintenance and repair of small engines
- making metal tools and parts
- repairing metal components
- rebuilding or restoring automotive components.

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

Course requirements

Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.





Industrial Technology - Engineering

Elective – Board Endorsed Course

Course Content

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

What students learn

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



Course requirements

A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.



Industrial Technology - Metal

Elective – Board Endorsed Course

Course Content

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

What students learn

Industrial Technology – Metal is a course that involves students in a number of areas such as Sheet metal; Fitting and machining; Fabrication and Art metal work. Students will make a variety of practical jobs that occupy 70% of the time.

Practical jobs may take several forms such as spanners; hacksaw; g-clamp; dustpans; cold chisel; punches; funnels; stools; magazine racks; tables, etc. Students in Year 10 will be able to construct a job of their own choice after completing a project.

Course requirements

A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.





Industrial Technology - Wood

Elective – Board Endorsed Course

Course Content

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

What students learn

Wood is a course that consists for four semesters of Cabinetwork and Wood Machining with each semester consisting of basic skills and advanced skills relating to the use of power tools joint construction, project assembly and finishing. This course also provides opportunities for students to develop knowledge and understanding in relation to the timber and associated industries.

Practical projects undertaken will reflect the nature of the Timber focus area. These may include:

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



Course requirements

A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.



Industrial Technology - Multimedia

Elective – Board Endorsed Course

Course Content

This course is aimed at developing a variety of computing skills and an understanding of computing hardware, software and technology by designing different solutions to problems.

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

What students learn

Previously known as Computing Studies – is a project-based course involving Industry level software applications such as Unity Game Engine, Unreal Game Engine, Autodesk Maya and Adobe Photoshop. These packages are used extensively in the 3D Animation, Video Game Design and Visual Special Effects Industry.

This course is recommended to those students who are keen to make careers involving the use of specialised software applications to learn how to write computer programs (coding), model and create 3D animations and design stunning 2D and 3D Video Games that can be played on X-Box and PlayStation consoles.

Students complete two semesters in year 9 of Industrial Technology Multimedia, and in year 10; selected students are enrolled into the Academy of Interactive Entertainments (AIE) Certificate II in Creative Industries

Course requirements

A design and production folio or engineering report is required for each practical project completed and will form part of the overall assessment of each module.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). This may occur in up to two courses.





Marine & Aquaculture Technology

Elective - Content Endorsed Course

Course description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments. Students study a core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

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

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

What students learn

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks.

Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

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

Course requirements

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

There is cost associated with this course.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Marine and Aquaculture Technology (CEC) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Marine and Aquaculture Technology course based on Life Skills outcomes and content are not allocated a grade.





Music

Elective - Board Developed Course

Course description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people.

At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What students learn

In the Elective courses, students 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.

The Elective course requires the study of the compulsory topic Australian Music, as well as several optional topics that represent a broad range of musical styles, periods and genres.

Course requirements

No previous knowledge of music is required to study this course.

There is cost associated with this course.

Record of School Achievement

Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement (RoSA).

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Music course based on Life Skills outcomes and content are not allocated a grade.





Outdoor Education

Elective – Board Approved Course

***PLEASE NOTE: This subject will not appear on the students Record of School Achievement.**

Course description

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement.

Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. They will have opportunities to understand environmental management, including the ways Aboriginal Peoples manage and work to actively conserve environments.

What students learn

The content is organised in modules reflective of five focus areas:

- outdoor activity and exploration skills
- environmental awareness, conservation and sustainability
- personal and social skills, growth and development
- connecting with the natural environment
- health, safety and wellbeing in the outdoors.

Throughout the course students complete the core module: Experiencing the outdoors (25 hours) followed by the optional modules which are negotiated with the teacher and the class.

These may include:

- Bushcraft and navigation in the outdoors
- First aid in outdoor environments
- Survival in outdoor environments
- Environment and conservation
- Building connection
- Mental and physical preparation for the outdoors
- Expedition preparation
- Climbing and rope activities
- Bushwalking, orienteering and mountain biking
- Snorkelling, surfing and beach activities
- Kayaking, canoeing, sailing and sailboarding
- Snow sports
- School-developed option



Course requirements

There is cost associated with this course depending on the modules chosen.

Record of School Achievement

Outdoor Education is a 100 or 200-hour Stage 5 elective. **This subject will not appear on the students Record of School Achievement.**



Physical Activity and Sports Studies

Elective - Content Endorsed Course

Course description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement. The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

This course provides for a detailed study of physical activity and movement. It is designed for students who have an interest in sport and issues related to health and fitness. The modules are:

- Foundations of Physical Activity - body systems, nutrition, safe participation, physical fitness and activity
- Physical Activity and Sport in Society - Australia's Sporting Identity, Issues in sport, Leisure activities and Sports for Specific Groups
- Enhancing Participation and Performance - Promoting Active Lifestyles, Coaching, Event Management, Technology in Sport and Enhancing Performance

Opportunities to obtain certification in coaching and surf survival/rescue are available as well as participating in snorkelling, archery golf, kayaking and mountain biking This course has strong focus on physical activity and is designed so that students learn through movement.

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- Work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- Display management and planning skills to achieve personal and group goals in physical activity and sport
- Perform movement skills with increasing proficiency
- Analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Course requirements

There is cost associated with this course.

NOTE – During Term 1, students will spend half their lessons at the pool demonstrating and refining their swimming/rescue and snorkelling skills. Demonstrating their skills in these areas will enable students to take part in excursions such as kayaking/canoeing/surfing/snorkelling and beach days.





Photographic and Digital Media

Elective - Content Endorsed Course

Course description

This course provides opportunities for students to investigate photographic and digital media in greater depth and these opportunities enable students to understand and explore the nature of photographic and digital media as a field of multiple disciplines grounded in artistic practice.

What students learn

This course is diverse and covers many aspects of photographic and digital media through making and studying photo media artists. The units planned have been designed to provide creative and positive experiences through varied subject matter and forms such as:

- Wet photography (black and white)
- Multimedia works
- Camera based works
- Interactive works
- Non-camera-based works
- Performance works
- Collage and montage work
- Installation works
- Digital media
- Audio works
- Computer generated images
- Video and DVD works
- Hypertext, web, Internet design
- Film
- Animation

Teachers will select the content for this course based on the resources available at the school, as well as teacher expertise and student interests.

Course requirements

Equipment is available for student use at the school. You are not required to own a camera to choose this subject.

Note: Excursion and field trips may incur a cost





Textiles Technology

Elective - Board Developed Course

Course Description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers.

Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The Textiles Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

1. Apparel
2. Furnishings
3. Costume
4. Textiles Arts
5. Non-apparel

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

Course requirements

There is cost associated with this course additional to individual projects.

Students with disability may require adjustments and/or additional support in order to engage in practical experiences.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Textiles Technology course based on Life Skills outcomes and content are not allocated a grade.





Visual Arts

Elective - Board Developed Course

Course description

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

What students learn

Students learn to explore and experiment artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Course requirements

Students are required to purchase a Visual Arts diary.

There is a cost associated with this course for excursions and field trips.

Record of School Achievement

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's Record of School Achievement (RoSA).

Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the Visual Arts course based on Life Skills outcomes and content are not allocated a grade.





Visual Design

Elective - Board Developed Course

Course description

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space–time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.

Students learn to make visual design artworks using a range of materials and techniques in print, object and space–time forms, including ICT, to build a folio of work overtime.

They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

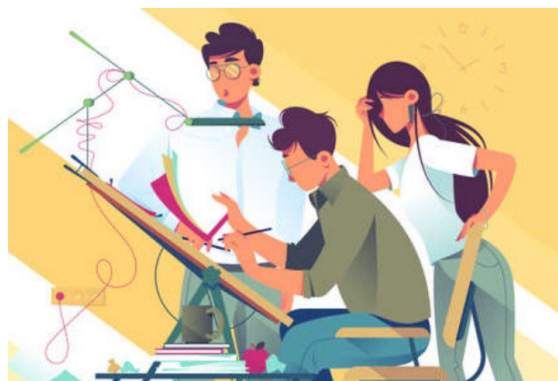
Course requirements

Students are required to produce a folio of work and keep a Visual Design journal.

There is a cost associated with this course for excursions and field trips.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Visual Design course based on Life Skills outcomes and content are not allocated a grade.





Kempsey High School

Illness / Misadventure / Time Extension Application Form

Student Name:

Year:

Course:

Task:

Due Date:

Application for:

Time Extension for Assessment Task

Misadventure

Illness

Reason / details for this request:

.....
.....
.....
.....

Parent/carer signature:

Student signature:

Date of Application:

.....

.....

.....

Office Use Only:

Course Teacher:

Supportive

Not Recommending

Teacher Recommendation: *(include proposed new date for submission or details of substitute)*

.....
.....

Head Teacher

Supportive

Not recommending

Signature:

Deputy Principal

Supportive

Not recommending

Signature:

Principal

Approved

Not approved

Signature:

Principal returns to Class Teacher above.

Teacher to please inform student of result of this application.

PLEASE NOTE

This sheet will be filed with your Student Record



Choosing your Electives

1. Go to your DET student email and open the email sent from EDVAL.
2. Log in to my.edval.education using your webcode.
3. Click on Year 9 Electives 2024
4. Select your 3 subjects and 3 reserve preferences
5. Submit your choices
6. Edval will provide you a receipt of your choices.
7. Return the signed paper copy to subject selection box in the DP office

*****All submissions will close on Friday, Week 7 (1st September) *****

If you have any questions or difficulty in submitting your selections, please see Ms Ryan or Mr Hensley.



Kempsey High School

Subject Selection Sheet

Stage 5 Electives 2024

Name: _____

Course	
1 st Choice	
2 nd Choice	
3 rd Choice	
Reserve #1	
Reserve #2	
Reserve #3	

Parent signature:

Student signature:

Please return this sheet to the DP office by Friday, Week 7 (1st September 2023)