



A great school close to home

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**Stages 4 and 5**  
**Year 7 to Year 10**  
**2021**

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**COURSE INFORMATION**  
**BOOKLET**

# **Stages 4 and 5**

## **Year 7 to Year 10**

# **2021**

**Updated June 2020**

# Index

Introduction to Stages 4 and 5 ..... 1

## **Mandatory Courses for Stages 4 and 5**

### **English**

English..... 3

English as an additional language or dialect education (EAL/D) Support in  
Stages 4 and 5 ..... 5

### **Mathematics**

Mathematics ..... 5

### **Science**

Science..... 7

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

Geography..... 8

History ..... 10

### **Creative and Performing Arts – (Years 7 and 8 Mandatory Course)**

Visual Arts ..... 11

Music ..... 11

### **Languages Other Than English – (Years 7 and 8 Mandatory Course)**

Languages Other Than English..... 12

### **Technological and Applied Studies (TAS) – (Years 7 and 8 Mandatory Course)**

Technology (Stage 4) ..... 13

### **Personal Development, Health and Physical Education**

Personal Development, Health and Physical Education..... 14

**Apollo (Year 10 Mandatory Course) ..... 15**

## **Elective Courses for Stage 5**

### **Creative and Performing Arts**

Visual Arts ..... 16

Music ..... 17

Photographic and Digital Media..... 18

### **English**

Drama..... 19

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

Commerce ..... 20

Events that Changed the World..... 20

Global Studies ..... 21

## **Languages Other Than English**

Chinese Continuers .....	22
French Continuers .....	23
German Continuers .....	24
Hebrew Continuers .....	25
Japanese Continuers .....	26

## **Personal Development, Health and Physical Education**

Physical Activity and Sports Studies .....	27
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## **Technological and Applied Studies (TAS)**

Design and Technology .....	28
Food Technology .....	29
Industrial Technology – Engineering .....	31
Industrial Technology – Multimedia .....	32
Industrial Technology – Timber .....	34
Information and Software Technology .....	35
Textiles Technology .....	37

## **Elective Accelerated Courses for Stage 5**

Mathematics Advanced – Stage 6 course .....	38
Aboriginal Studies – Stage 6 course .....	39

# Introduction

This booklet has been compiled to give information about the courses offered to students in Stage 4 and Stage 5 at Killara High School. These courses are as specified for the attainment of Stage 5 accreditation by NSW Education Standards Authority (NESA), the authority responsible for the syllabuses studied by all students in NSW.

NSW has joined with the Australian Government and all other states and territories in a joint endeavour to develop an Australian curriculum. NESA is responsible for advising the NSW Minister for Education on the appropriateness of curriculum for NSW schools and the structure and process of its implementation, including with regard to the Australian curriculum.

The development of the Australian curriculum has been coordinated by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Credentialing, and related assessment requirements and processes, remain the responsibility of NESA.

In Year 9 students will select **two** elective courses in addition to the mandatory courses required for Stage 5 accreditation. Students may express interest in studying one of two accelerated Stage 6 courses as one of their elective courses. Students who express interest in the accelerated courses will be assessed as to their eligibility to study one of these courses and notified of the outcome before the course is included in their pattern of study.

This booklet has been particularly designed to help Year 8 students, with their parents, select these elective courses. Students in Years 9 and 10 must study the mandatory courses and at least two electives to meet the requirements of the NSW Education Standards Authority for the completion of Stage 5.

During Year 10, all students will study Apollo, a problem-based learning course. Students will develop important skills and dispositions through tackling real world challenges in a multidisciplinary forum, led by teachers from faculties throughout the school. We aim to prepare students for a rapidly changing world which requires students to be lifelong learners.

## **Mandatory Courses**

English

Mathematics

Science

Geography

History

} incorporating Civics and Citizenship

Personal Development, Health, Physical Education (PDHPE)

Apollo (Year 10)

## **Elective Courses offered**

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

Visual Arts

Music

Photographic and Digital Media

### **English**

Drama

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

Commerce

Events that Changed the World

Global Studies

## **Languages Other Than English (LOTE)**

Chinese Continuers

French Continuers

German Continuers

Hebrew Continuers

Japanese Continuers

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

Physical Activity and Sports Studies

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

Design and Technology

Food Technology

Industrial Technology – Engineering

Industrial Technology – Multimedia

Industrial Technology – Timber

Information and Software Technology

Textile Technology

## **Elective Accelerated Courses offered**

Mathematics Advanced – Stage 6 course

Aboriginal Studies – Stage 6 course

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

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

It is most important that course selections are made with the understanding that the selection of a course does not guarantee a particular course will be included in the 2021 timetable. The identification of courses that are eventually included in the 2021 timetable will depend on the availability of teachers and necessary resources.

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

# MANDATORY COURSES

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## English

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

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. English is the mandatory subject from Kindergarten to Year 12 in the NSW syllabus for the Australian Curriculum.

English is the study and use of the English language in all its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values and gives expression to their hopes and ideals.

The study of English should develop a love of literature and learning. Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts.

Students learn English through explicit teaching of language and through their engagement with a diverse range of purposeful and increasingly demanding language experiences. They examine the contexts of language usage to understand how meaning is shaped by a variety of factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

### **CONTENT AND TEXT REQUIREMENT FOR STAGE 4 NSW Syllabus for the Australian Curriculum**

Fiction	at least two works
Poetry	a wide range of types of poems
Film	at least two works
Non-fiction	at least two works
Drama	at least two works

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

Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

Students MUST study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts.

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

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama (Stage 5)
- every day and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth culture
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.



## **English as an additional language or dialect education (EAL/D) Support in Stages 4 and 5**

EAL/D support is provided in all years.

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

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

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

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

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

## **Mathematics**

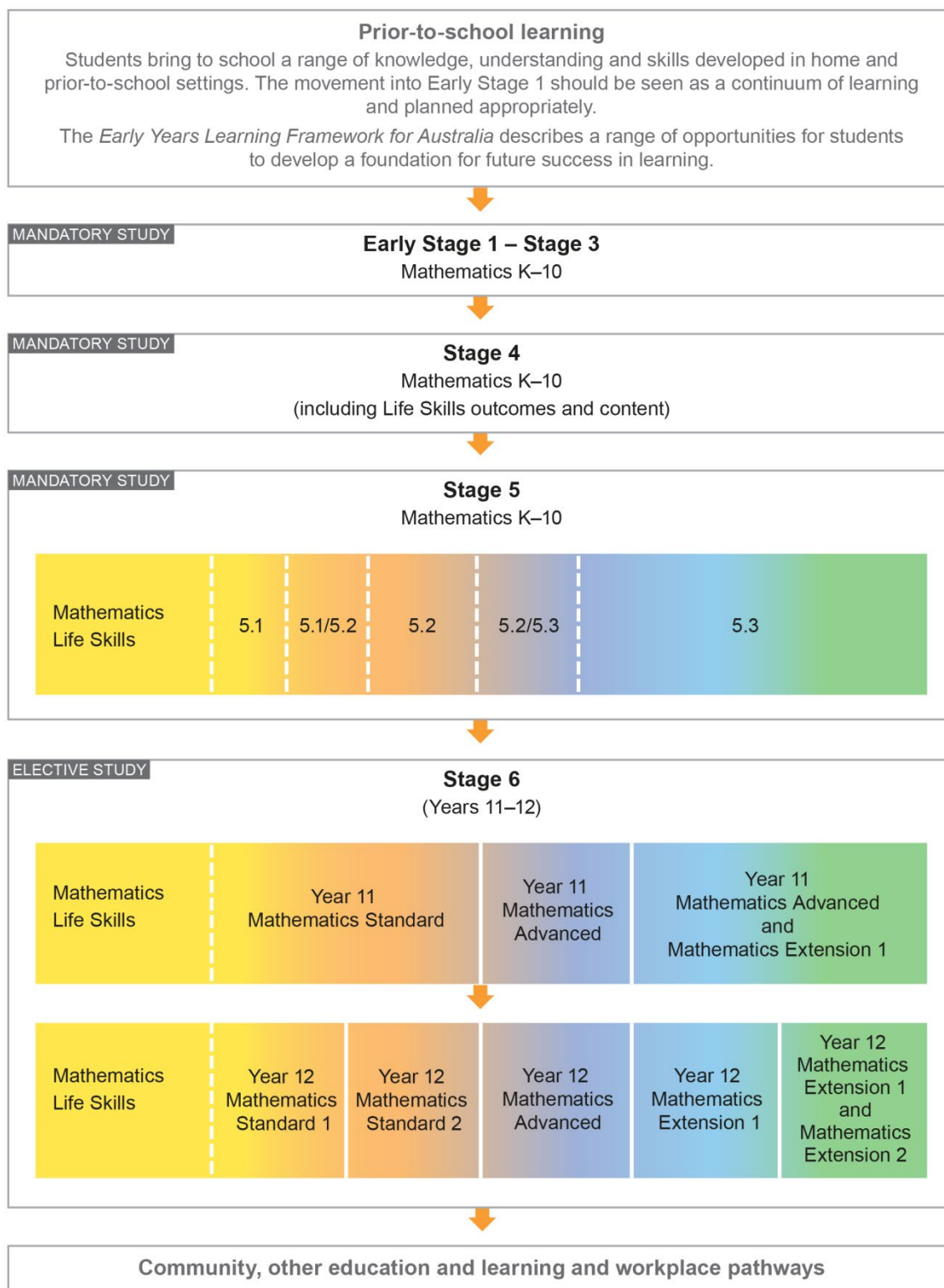
### **Stages 4 and 5 (Years 7 to 10)**

Mathematics is a compulsory course in Stages 4 and 5. Years 7 to 10 follow the NSW syllabus for the Australian curriculum which emphasises the development of knowledge, skills and understanding through the study of four strands: Working Mathematically, Number and Algebra, Measurement and Geometry, and Statistics and Probability. The majority of students in Years 7 and 8 will achieve the Stage 4 outcomes by the end of Year 8.

For Years 9 and 10, the arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics and hence three pathways (Stage 5.1, Stage 5.2 and Stage 5.3) have been developed:

- **Stage 5.1** content is designed to meet the needs of students who achieve Stage 4 outcomes during Years 9 and 10.
- **Stage 5.2** content builds on and includes the content of Stage 5.1 and is designed for students who have generally achieved Stage 4 outcomes by the end of Year 8.
- **Stage 5.3** content includes the content for Stages 5.1 and 5.2 and is designed for students who have achieved Stage 4 outcomes probably before the end of Year 8.

## Pathways of Learning



\* BDC – Board Developed Course (HSC BDCs are examined at the HSC)

\*\* CEC – Content Endorsed Course (HSC CECs are not examined at the HSC)

The HSC Mathematics Standard 1 course (two units of study in the HSC year) is a Content Endorsed Course and cannot be used to meet the requirement that, to be eligible for the HSC award, students must study at least six units of Board Developed Courses. Also, the two units of study for the HSC Mathematics Standard 1 course cannot be counted in the 10 units required for the calculation of an ATAR. For further information, please refer to the Board's Assessment Certification Examination (ACE) Website.

# Science

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

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

The Knowledge and Understanding area of the course includes:

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

Skills which students will develop include:

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

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

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

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

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

# Human Society and Its Environment (HSIE)

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

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

## Geography (Mandatory)

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

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

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

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

### Stage 4 (Years 7 and 8)

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

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

### Stage 5 (Years 9 and 10)

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

The Focus Areas are:

- **Sustainable Biomes**

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

- **Changing Places**

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

- **Environmental Change and Management**

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

- **Human Wellbeing**

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

# **History (Mandatory)**

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

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

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

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

## **Stage 4 – World History: Ancient, Medieval and Modern**

The Year 7 and 8 programs aim to tap students' tremendous interest in other societies and in other times. This is achieved by the study of people, personalities, exciting events and different ways of living from early and ancient societies through to the medieval and modern world. The course begins in Year 7 with the acquisition of the historian's essential investigative skills and the study of two ancient societies; Egypt and China.

Medieval Europe, including the Black Death in Asia, Europe and Africa is studied in depth in Year 8 to enable students to gain an understanding and appreciation of this fascinating period. Our annual Medieval Day is a popular and valuable part of our study. Study of Japan under the Shoguns is our second depth study, providing an insight into the developments in the Asia-Pacific World.

The Year 7 and 8 History course has a strong "hands-on" focus, including craft, role-play, discussion and independent research involving a variety of technological processes.

## **Stage 5 – Global History: The Modern World and Australia**

Year 9 provides a study of the history of the modern world from 1750 to 1945. It examines this period of rapid change in the ways people lived, worked and thought and addresses key concepts and ideas such as nationalism, imperialism, colonisation and conflict. Depth Studies undertaken include Movement of Peoples and Australians at War.

The Year 10 course provides students with an understanding of Australian History in the period 1945 to the present. Topics studied include; Rights and Freedoms, Australia in the Cold War and Vietnam War Eras and Popular Culture.

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

# Creative and Performing Arts (CAPA)

## Visual Arts

### Stage 4 (Years 7 and 8)

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

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

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

## Music

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

### Stage 4 (Years 7 and 8)

This mandatory course seeks to introduce and reinforce the musical concepts (pitch, duration, dynamics and expressive techniques, tone colour, texture, structure) through performance, composition and listening.

Students will participate individually and in groups in:

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

Content covered includes:

- Film music
- Australian Music
- Music of other cultures
- Music in multimedia
- Practical component: guitar, keyboard, drums

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

- Concert Bands 1 and 2
- Stage Bands 1 and 2
- String Ensemble
- Percussion Ensemble
- MADD (Music, Drama and Dance) Festival
- School Musical (every two years)
- Vocal Ensemble and Vocal Extension
- Orchestra
- Solo and small group competitions

# Languages Other Than English

## Stage 4 (Years 7 and 8)

In Year 7, students will have the opportunity to learn a selection of European and Asian Languages.

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

The languages offered at Killara High School are:

Chinese

French

German

Japanese

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

Students studying a particular language in Year 8 may continue studying that language in Stage 5 as one of their electives.



# Technological and Applied Studies (TAS)

## Technology

### Stage 4 (Years 7 and 8)

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

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

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

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

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

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

# Personal Development, Health and Physical Education (PDHPE)

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

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

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

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

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

## **Assessment**

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

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

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

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

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

# Apollo (Year 10 Mandatory Course)

Apollo is a problem based learning course that all Year 10 students at Killara High School study. Students will develop critical and creative thinking skills that will allow them to apply their knowledge across multiple disciplines. Students need to build key skills and dispositions so they can apply their knowledge from other subjects to solve real world challenges. In our ever changing society students need to be adaptable, resilient and able to work autonomously to meet the demands placed on them. Apollo incorporates ongoing formative assessment to support the learning needs of students and better prepare them for the demands of Stage 6 and beyond.

Apollo aims to prepare students for Stage 6 focusing on the skills and dispositions outlined in *The Learning Continuum*. The focus areas of *The Learning Continuum* have been identified as essential in preparing students for a rapidly changing world which requires them to be lifelong learners.

Students studying this course will:

- be challenged to think critically and creatively
- consolidate their knowledge across subject areas
- work collaboratively to solve challenges affecting the community
- develop skills for life
- apply their knowledge to real world issues
- create and pursue a project that has meaning to them
- showcase their solutions to an authentic audience.

The outcomes assessed in Apollo are found in *The Learning Continuum* document which can be found at <https://tinyurl.com/khstlc>.

Shown below is a summary of the outcomes.

Skill	Focus area
Autonomy	Independence
	Organisation
Collaboration	Relationship with others
	Organisation
Communication	Transmission
Critical and creative thinking	Organising information
	Checking assumptions and influences
	Testing reasoning and evidence
	Evaluating and questioning
	Creating
Ethics	Perspectives
	Ethical understanding
	Ethical action
Research	Sourcing data
	Referencing data
	Recognising data
	Defining focus

For additional course information please contact Mr Alexander Kammer, Head Teacher Apollo.

# ELECTIVE COURSES

## Creative and Performing Arts (CAPA)

### Visual Arts

*A materials fee applies to this course*

#### Stage 5 (Years 9 – 10)

This course is designed to:

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

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

Critical and Historical Study is designed to be relevant to the students' environment and experiences and give students a thorough understanding of the history of Visual Arts from Prehistoric to Post Modernism.

The aim of this course is to develop practical skills and build on a passion for knowledge and understanding of Visual Arts. This course includes relevant excursions to gain inspiration for artmaking and discover artists who are based in or exhibiting in Sydney.

For additional course information, please contact Mrs Fiona Hrcka, Head Teacher CAPA (Relieving).

# Music

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

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

Students will learn about the concepts of music through listening, performing and composing activities in different contexts. The concepts of music are:

Duration	Pitch	Tone Colour
Structure	Texture	Dynamics and Expressive Techniques

### **Performance - Students will explore:**

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

### **Composition - Students will explore:**

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

### **Listening - Students will explore:**

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

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

For additional course information, please contact Mrs Fiona Hrcka, Head Teacher CAPA (Relieving).

# Photographic and Digital Media

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

This course is designed to:

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

The course is predominantly based on practical work, which includes instruction in photographic and digital photography and appropriate theory connected with such work.

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

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

We aim to enhance learning through enjoyment of activities to develop within students a passion for the creative arts and life-long learning.

This course includes excursions to observe photographic and digital works at a current exhibition as well as an opportunity to photograph and film at a specified location. Students do not need to own any photography equipment.

For additional course information, please contact Mrs Fionna Hrcka, Head Teacher CAPA (Relieving).

# English

## Drama

### Stage 5 (Years 9 and 10)

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

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

### Year 9

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

The course includes:

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

### Year 10

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

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

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

For additional course information, please contact Mr Jake Henzler, Head Teacher English (Relieving).

# Human Society and its Environment (HSIE)

## Commerce

### Stage 5 (Years 9 and 10)

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

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

- Consumer Choice
- Investing
- Travel
- Personal Finance
- Money and Sport
- Promoting and Selling

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

- Political Involvement
- Law and Society
- Running a Business
- Employment Issues
- Towards Independence
- Our Economy

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

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

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

## Events That Changed the World

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

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

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

For additional course information, please contact Mrs Clair-Louise Schofield, Head Teacher HSIE Blue.



# Global Studies

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

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

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

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

# Languages Other Than English

## Stage 5 (Years 9 and 10)

Languages available in Stage 5:

Chinese Continuers  
Hebrew Continuers

French Continuers  
Japanese Continuers

German Continuers

Students studying a particular language in Year 8 may continue studying that language in Stage 5 as one of their electives.

## Chinese Continuers

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

The aims of the Chinese course in Stages 4 and 5 are to:

- develop the skills necessary for effective communication in Chinese.
- promote in students an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.
- promote a better understanding of the students' own language and of how language works.
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability.

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

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

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

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

For additional course information, please contact Mrs Helga Lam, Head Teacher LOTE.

# French Continuers

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

The aims of the French course in Stages 4 and 5 are to:

- develop the skills necessary for effective communication in French.
- promote in students an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.
- promote a better understanding of the students' own language and of how language works.
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability.

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

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

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

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

For additional course information, please contact Mrs Helga Lam, Head Teacher LOTE.

# German Continuers

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

The aims of the German course in Stages 4 and 5 are to:

- develop the skills necessary for effective communication in German.
- promote in students an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.
- promote a better understanding of the students' own language and of how language works.
- give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability.

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

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

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

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

For additional course information, please contact Mrs Helga Lam, Head Teacher LOTE.

# Hebrew

*A materials fee applies to this course*

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

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

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

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

For additional course information, please contact Mrs Helga Lam, Head Teacher LOTE.

# Japanese Continuers

## *A materials fee applies to this course*

The aims of the Japanese course in Stages 4 and 5 are to:

- develop the skills necessary for effective communication in Japanese.
  - promote in students an understanding of and insight into the way of life and culture of people of diverse backgrounds, thus encouraging students to re-examine, and possibly modify, their attitudes towards people of other cultures.
  - promote a better understanding of the students' own language and of how language works.
  - give individual students the opportunity of gaining personal satisfaction and enjoyment from their study through the provision of realistic and attainable objectives for their level of ability.
- 
- It is expected that as a result of their study, students should be able to:
    - understand spoken Japanese
    - express ideas orally in Japanese
    - read and understand material in Japanese
    - write using Japanese scripts
  - demonstrate a basic knowledge and an understanding of the way of life of Japanese-speaking peoples
  - communicate with Japanese-speaking people both in Australia and abroad
  - relate the study of Japanese to other subject areas
  - demonstrate an increased understanding of how language works
  - derive personal satisfaction and enjoyment from the study of Japanese.

} within the range of the given topics

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

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

For additional course information, please contact Mrs Helga Lam, Head Teacher LOTE.

# Personal Development, Health and Physical Education (PDHPE)

## Physical Activity and Sports Studies (PASS)

### Stage 5 (Years 9 and 10)

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

The assessment of the course will be based on a combination of set modules and elective units. In Years 9 and 10, these may include:

- Exploration of the anatomy of the body, including how the body moves and where the energy for movement comes from
- Ball games for different cultures
- Fitness testing and use of technology to establish data bases for use by students in fitness programming
- The role sport has played in developing the Australian identity
- Coaching and sports strategies
- Sports nutrition
- Sports injuries and safety in sport
- Significant Australian Sporting events
- Recreational sports
- Advanced attacking and defensive strategies

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

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

# Technological and Applied Studies (TAS)

## Design and Technology

*A materials fee applies to this course*

### Stage 5 (Years 9 and 10)

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

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

The course focuses on:

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

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

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

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

Students will be exposed to industry standard software and equipment.

These learning experiences will include but not be limited to:

- Computer Modelling (CAD) (2D and 3D),
- Prototyping and 3D Modelling
- 3D Printing
- Architecture, 2D Drawing, 3D Model, Floor Plans
- Computer Graphics, Advertising
- Product Design
- Vacuum Forming
- Electronics
- New Technologies and Software will be included as they become available.

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

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



# Food Technology

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food.

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

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

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

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

- Food in Australia
- Food Trends
- Food Equity

### **Year 10 focus areas:**

- Food Service and Catering
- Food for Special Occasions
- Food Product Development

## Practical experiences

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the **majority** of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Course consumables as part of school fees will be approximately \$130.

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

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

### **Possible Excursions**

Students may participate in school excursions such as:

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

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

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

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

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

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

- Control Systems
- Alternative Energy

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

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

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

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

In this course students will develop:

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

## Further studies

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

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

# **Industrial Technology – Multimedia**

*A materials fee applies to this course*

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

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

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

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

Students will be exposed to industry standard software and equipment.

These learning experiences will include but not be limited to:

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

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

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

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

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

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

All students will be offered an optional strand, which allows students to work on a group project developing Web Pages for entry into the NSW Department of Education Annual Web Awards.

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

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

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

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

# Industrial Technology – Timber

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

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

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

- Cabinetwork
- Wood Machining.

The practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include but are not limited to:

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

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

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

In this course students will develop:

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

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

# Information and Software Technology

*A materials fee applies to this course*

## Stage 5 (Years 9 and 10)

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

Information and Software Technology (IST) is designed to allow students to learn about information technology and its impact on society. The course will allow students to become effective users of information processing devices through an understanding of the basic principles behind information technology as well as a practical mastery of digital tools.

Throughout the two years of the course the following topics will be covered:

- Robotics and Automated Systems
  - Arduino Project
  - Programming Arduinos in C
- Software Development and Design
  - Python programming
  - Python game development
  - C# programming
  - Unity and App development
- Internet and Website Development
  - HTML/CSS
- Digital Media
- Authoring and Multimedia
- Databases
- Artificial Intelligence, Simulation and Modelling

As well as the following core topics embedded throughout the two years:

- Data Handling
- Hardware
- Social and ethical issues
- Past, Current and Emerging Technologies
- People
- Software

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

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

**Core**

- Data Handling
- Hardware
- Social and ethical issues
- Past, Current and Emerging Technologies
- People
- Software

**Options**

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

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

For additional course information, please contact Mr Simon Harper, Head Teacher Secondary Studies, Technology and Learning.



# **Textiles Technology**

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

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

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

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

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

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

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

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

Students will have opportunities to:

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

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

# ELECTIVE ACCELERATED COURSE

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## Mathematics Advanced - Stage 6 Course

The purpose of this course is to provide an accelerated study opportunity for students who are talented in Mathematics. Students selected to undertake this Stage 6 course would complete the HSC Mathematics Advanced course in Year 11 2023, having completed the Preliminary HSC Mathematics Advanced course by the end of Year 10 2022. **This course is intended for those students who are considered to have the potential to study the Extension 2 Mathematics Course for the HSC.**

This course is applicable to students who have gained a very high standard of achievement in Mathematics in Years 7 and 8. It is essential that the students who are accepted into this course are able to work easily and quickly with more demanding mathematical concepts and have excellent reading and comprehension skills.

Students studying this course will study the following six strands: Number, Patterns and Algebra, Data, Measurement, Space and Geometry, following the Stage 5.3 pathway. They will complete the entire Stage 5.3 course in Year 9.

In Year 10, this group of students will complete the Preliminary HSC Mathematics Advanced Course. Students will study the following topics: Working with Functions, Trigonometry and Measure of Angles, Trigonometric Functions and Identities, Introduction to Differentiation, Logarithms and Exponentials, Probability and Discrete Probability Distributions.

For additional course information, please contact Mrs Rema Nath, Head Teacher Mathematics.

## Aboriginal Studies – Stage 6 Course

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

Why this course? Aboriginal Studies is for students interested in challenging themselves by exploring the big questions for Australia: Why is Aboriginal culture valuable and relevant for all Australians? Why is Constitutional Recognition the right thing to do? What is a Treaty and why don't we have one? Should we use the word "invasion" to describe the events of 1788? What does reconciliation mean for Australia? Why was the Apology made to the Stolen Generations in 2008? How has government policy affected Aboriginal communities? Why is land so important? How have racism and prejudice affected Aboriginal people? Why do we acknowledge Country?

Aboriginal Studies relates to many careers, including medicine, law, policing, journalism, social work, environmental management, teaching, politics and government. We examine Australia's unfinished business and help students understand how to make a contribution to a reconciled future. We build advanced skills in critical thinking, questioning, debating, research and writing, which help to equip students for their studies in other subjects. Students visit Menindee as part of the Community Case Study component of the course.

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

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

### **The Preliminary course covers:**

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

### **The HSC course covers:**

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

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

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