

Kingsgrove High School



Year 8 into Year 9 Subject Selection Handbook

Stage 5

Year 9 2020

and

Year 10 2021

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Message from the Principal

Record of School Achievement

This booklet contains information to assist students and parents in making an informed decision as to which courses to study for the next two years. The mandatory study program in Stage 4 (Years 7 and 8) now changes as students enter Stage 5 (Years 9 and 10). At the conclusion of 2021, at end of Year 10, those students who meet requirements will be eligible for the award of the Year 10 certificate, called the *Record of School Achievement*, or RoSA.

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the RoSA.

The RoSA is a **cumulative credential**, in that it allows students to accumulate their academic results over Years 10, 11 and 12 until they leave school.

The RoSA records completed Stage 5 courses and grades, and Preliminary (Year 11) Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Core Curriculum

In Stage 5, all students must study the core courses of English, Mathematics, Science, Personal Development, Health, and Physical Education (PDHPE), Sport, History and Australian Geography. Careers education is also offered in Year 10.

In 2014 (Years 7 and 9) and 2015 (Years 8 and 10) a new Australian Curriculum was introduced in English, Mathematics, Science and History. All other courses follow the NSW Education Standards Authority, (NESA) syllabuses.

Electives Study

Additionally, at Kingsgrove, students study two elective courses during these two years. These electives are offered as a two year pattern of study, and count towards the RoSA. Society is changing rapidly. Many of the traditional occupations that were available even ten years ago are going or gone, and there are occupations being created that we know little about today. What is known is that when students leave school they will need to have a better and broader education that equips them to be a worthwhile and flexible citizen in society, ready to have a number of different careers in their lifetime.

A student should study a broad range of courses and when expressing interest in electives for Year 9, needs to be guided by interests and abilities, and be flexible in choice. After consulting with parents and carers, and with school staff, each student should carefully decide what is best for them.

At Kingsgrove, students need to express interest in studying TWO electives. In Year 9 this is 4 periods of study a week. We ask all students to prioritise their choices, in order, from most preferred. Students need to wisely consider their first priority, then their second. If these courses cannot be established, students' should consider third and fourth options.

Choosing Electives

So what should a student do to make a sensible decision?

At Kingsgrove, we encourage all students to:

- Read this booklet carefully
- Attend any talk on the RoSA requirements and the course content
- Ask questions to teachers and the Head Teachers, the Deputy Principals, Year Adviser and the Careers Adviser
- Talk with parents/carers about possible choices
- Speak to students who are currently studying the course in Year 9 and /or Year 10
- Make a choice of a broad range of courses guided by interests and abilities, and above all, remain flexible.

Remember, very few Stage 5 elective courses are prerequisite for Stage 6 study. We advise students to elect what they are good at and what they have enjoyed in their Stage 4 mandatory learning experiences.

School Processes

After students have expressed their interests and prioritised their choices, the school has to place the courses in groups to create a timetable. In doing so, some students may find that the courses they would like to do will be taught at the same time. This means they will be allocated their third choice. Also, it may not be possible to run a course if too few students elect to study it. In these cases, the students' next preference will automatically be allocated.

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the school if any further advice is required.

We wish each student well in their Stage 5 years.

Mr Douglas Melville
Principal
July 2019

Requirements for successfully completing Stage 5:

To successfully sit for and complete all requirements for Stage 5, over the next two years you need to show that you have:

- Followed the course developed or endorsed by NESAs;
- Applied yourself diligently and with sustained effort throughout the course. This is evidenced by your:
 - excellent attendance – above 90%;
 - consistent best effort;
 - participation in class activities and discussions;
 - completion of homework as required;
 - completion all set assignments, practical work and class work;
 - conscientious preparation for tests, assessment tasks and examinations;
- Achieved some or all of the course outcomes.

Successfully completing Stage 5, Years 9 and 10 is a prerequisite for continuing into Stage 6, Years 11 and 12.

Program for Year 8 students choosing their subjects for Stage 5 study

1. Term 3, Week 2; students will meet and collect their handbook and have discussions regarding subject selection.
2. Students have opportunity to meet and discuss options with teachers over the course of the week.
3. Term 3, Week 3; Kingsgrove High School will hold a parent-teacher meeting to allow parents/carers and students to discuss their educational progress, to ask questions and clarify information.
4. Your subject selection choice form is due to **Ms Lee** no later than **Monday 19 August, 2019**.

Parents and caregivers are invited to contact Mr Evans or Ms Lee on 9150 4416 to discuss their child's subject selection or to have any issues clarified.

Record of School Achievement (RoSA)

The RoSA is a credential that shows your school achievement from Year 10 to the HSC.

The RoSA:

- is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school);
- is a cumulative credential – that is, it grows as your achievements are added; sample credentials can be accessed on the NESA website. Link: [credential](#)
- means fair grades for everyone – RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency; and
- recognises Life Skills outcomes and content.

If you intend to leave school before the HSC, you also have the option of taking literacy and numeracy tests and you can use your results as evidence of these skills if you leave school.

Life Skills Courses

The Government's commitment to the curriculum and reporting arrangements for the RoSA extends to students with special education needs in recognition of the principle that schooling should cater for all students.

To meet this commitment, NESA has developed Life Skills courses for Stage 5 in each broad area of learning. These courses have Board Developed status and can be used along with other Board Developed courses to meet requirements for the award of the RoSA.

Further information regarding life skills courses can be obtained from the NESA website. The link below will take you to the life skills pages.

[Special Education Needs](#)

Syllabus Links

The following pages detail individual course information, including success criteria, subject content, what you will learn, main topics, course requirements and costs. Each subject page has a hyperlink that, with internet connection, will take you to the relevant NESA syllabus page where further information can be found.

Stage 5 - Compulsory Subjects



- **English**
- **Mathematics – 5.1, 5.2, 5.3***
- **Science**
- **History**
- **Geography**
- **PD Health PE**
- **Sport ****

* You will be assigned to a Mathematics pathway based on your performance and ability as shown in Stage 4.

** You will have the opportunity to select which summer and winter sport you do in each season of Years 9 and 10.

ENGLISH

NESA syllabus link: [English](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

The student will demonstrate the ability to:

- Compose and respond to increasingly sophisticated texts
- Think critically and interpretively about texts

What this subject is about (content)

English is a continuing study in Years 9 and 10.

The aim is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical, persuasive, discursive, informative and reflective.

What you will learn in this subject (skills, knowledge, understanding)

Through responding to and composing a wide range of texts and through the close study of texts, students will:

- communicate through speaking, listening, reading, writing, viewing and representing
- use language to shape and make meaning according to purpose, audience and context
- think in ways that are imaginative, creative, interpretive and critical
- express themselves and their relationships with others and their world
- learn and reflect on their learning through their study of English.

Some of the main topics in this subject are

- Literature study through prose fiction
- Poetry
- Shakespeare Drama
- Film Study
- Area of Study
- Non fiction texts that give insight into Aboriginal, Multicultural and Asian experience.

Particular Course Requirements

Students will complete four Assessment Tasks which concludes their Stage 5

Course costs

Nil

Mathematics 5.1

NESA syllabus link: [Mathematics](#)

Success criteria (what skills and aptitudes do you need to succeed in this subject)

The 5.1 mathematics course is for students who have been experiencing difficulty in Stage 4 mathematics. Students will have the opportunity to develop and progress their mathematical skills and apply them to real life problems.

What this subject is about (content)

The Mathematics 5.1 course combines a thematic and topical approach to encourage the development of basic mathematical skills. It is designed for students who need more time to develop these skills for everyday life by practising these skills in a variety of realistic themes and topics. The mathematical content of the course builds on skills and knowledge from the Stage 4 Mathematics course (Years 7 and 8) and provides the opportunity for students to experience some of the applications of mathematics to their lives. Stage 5.1 prepares students for Stage 6 Standard Maths if they can complete the recommended options topics, Trigonometry and Further Algebra.

What you will learn in this subject (skills, knowledge, understanding)

- Skills in computation in all areas of mathematics
- Appropriate language for the effective communication of mathematical ideas and experiences.
- An awareness of the basic structure of mathematics and an appreciation of the nature and inter relationship of the various strands of mathematics.

Some of the main topics in this subject are

- Number
- Algebra
- Measurement
- Chance and Data
- Geometry
- Financial Mathematics

Particular Course Requirements

Students will be advised by their mathematics teacher as to which course is suitable for them to attempt in Years 9 and 10, based on their level of achievement in Year 8.

Course costs

Nil

Mathematics 5.2

NESA syllabus link: [Mathematics](#)

Success criteria (what skills and aptitudes do you need to succeed in this subject)

The mathematics 5.2 course is for students who have achieved satisfactorily in Stage 4 mathematics. They are organised and have shown ability in problem solving. These students are able to apply theorems to a wide range of problems with guidance.

What this subject is about (content)

The mathematics 5.2 course lies between the mathematics 5.1 course and the mathematics 5.3 course and contains the entire 5.1 course. The number of new concepts and level of difficulty is less than in the mathematics 5.3 course. The mathematics 5.2 course is designed for students who require more time, than those doing the mathematics 5.3 course, to develop their mathematical ideas, and for students who are still developing a more abstract approach to mathematical thinking. The 5.2 course prepares students for Stage 6 Standard Mathematics. Students following the 5.2 pathway who wish to study Stage 6 Advanced Mathematics course in Year 11 and 12 must complete the 5.3 topics on real numbers, algebra, coordinate geometry, trigonometry and geometry.

What you will learn in this subject (skills, knowledge and understanding)

- Skills in problem solving in all areas of mathematics.
- Appropriate language for the effective communication of mathematical ideas and experiences.
- An ability to recognise mathematical patterns and relationships.
- An awareness of the basic structure of mathematics and an appreciation of the nature and interrelationship of the various strands of mathematics.

Some of the main topics in this subject are

- Number
- Algebra
- Measurement
- Chance and Data
- Geometry
- Financial Mathematics

Particular Course Requirements

Students will be advised by their mathematics teacher as to which course is suitable for them to attempt in Years 9 and 10, based on their level of achievement in Year 8.

Course costs:

Nil

Mathematics 5.3

NESA syllabus link: [Mathematics](#)

Success criteria (what skills and aptitudes do you need to succeed in this subject)

The mathematics 5.3 course is for students who have demonstrated a high achievement in Stage 4 mathematics. They are well organised, self-motivated and have shown an ability in deductive reasoning. They are able to apply theorems independently to a wide range of problems.

What this subject is about (content)

The mathematics 5.3 course is the most abstract of the three courses. It is designed for those students who have achieved success with all of the outcomes in Stage 4. Students complete mathematics 5.1, 5.2 and 5.3 content over Years 9 and 10. Mathematics 5.3 prepares students for the Stage 6 Advanced Mathematics course in Years 11 and 12. Students wishing to study Mathematics Extension 1 in Stage 6 must study the mathematics 5.3 option topics: curve sketching and polynomials, functions and logarithms, and circle geometry.

What you will learn in this subject (skills, knowledge, understanding)

- Thinking that is logical, flexible, fluent and original
- Skills in computation and problem solving in all areas of mathematics.
- Appropriate language for the effective communication of mathematical ideas and experiences
- A repertoire of methods for calculation and problem solving
- An ability to recognise mathematical patterns and relationships

Some of the main topics in this subject are

- Geometry
- Number
- Measurement and Trigonometry
- Chance and Data
- Algebra and Co-ordinate geometry

Particular Course Requirements

Students will be advised by their Mathematics teacher as to which course is suitable for them to attempt in Years 9 and 10, based on their level of achievement in Year 8.

Course costs

Nil

Science

NESA syllabus link: [Science](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Thinking and writing skills to describe, explain and discuss.
- Practical skills to plan and conduct investigations
- Organisational and study skills to successfully complete assessment tasks.

What this subject is about (content)

Science is the chemical world, the study of models, theories, laws, structures and systems that explain the living world, matter, the physical world and earth and space.

What you will learn in this subject (skills, knowledge, understanding)

- 1) Knowledge and understanding of the history and applications of science, the models, theories, laws, structures and systems of science and current science issues for society and the environment.
- 2) How to plan and conduct investigations.
- 3) How to process and present scientific information
- 4) How to integrate technology with science.

Some of the main topics in this subject are

- Physical World
- Chemical World
- Living World
- Earth and Space

Particular Course Requirements

- Practical experiences occupy 50% of course time.
- Fully enclosed black leather footwear must be worn.

Course costs

Nil (Excursions however are a component of the course and attract some cost).

History

NESA syllabus link: [History](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in investigation of the past
- Analytical ability
- Essay Writing
- Research skills including using technology
- Independent learning

What this subject is about (content)

The Making of the Modern World		
<p>Depth Study Making a better world?</p> <p>One of the following will be studied:</p> <ul style="list-style-type: none"> ▪ The Industrial Revolution OR ▪ Movement of Peoples OR ▪ Progressive Ideas and Ideas 	<p>Depth Study Australia and Asia</p> <p>One of the following will be studied:</p> <ul style="list-style-type: none"> ▪ Making a nation OR ▪ Asia and the World 	<p>Core Study Australians at War: World Wars I and II</p>

The Making of the Modern World		
<p>Core Study Rights and Freedoms: (1945 to the present)</p>	<p>Depth Study The Globalising World</p> <p>One of the following will be studied:</p> <ul style="list-style-type: none"> ▪ Popular Culture OR ▪ The environment movement OR ▪ Migration experiences 	<p>Depth Study School developed topic drawn from either of the overviews, such as:</p> <ul style="list-style-type: none"> ▪ Australia in the Vietnam era OR ▪ The Holocaust OR ▪ Women's history OR ▪ UN Peacekeeping OR ▪ A decade study OR ▪ The Gulf Wars and the War in Afghanistan

What you will learn in this subject (skills, knowledge, understanding)

By the end of this course, students will have an understanding of the historical forces and factors that have shaped the modern world and Australia. They will learn about the motives and actions of past individuals and groups in the historical contexts that have shaped our world. They will also be able to explain the significance of events and developments from a range of perspectives, using evidence to support both these views and form their own interpretations.

Particular Course Requirements

Nil

Course costs

Nil – Excursions however are a component of the course and attract some cost.

Geography

NESA syllabus link: [Geography](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in sustainable biomes, why people move, environmental issues and management and human wellbeing in Australia and worldwide.

What this subject is about (content)

Geography in Years 9 and 10 will:

Learn how place and space influence the sustainability of biomes. Students develop an understanding of how humans and their environments are interconnected and whether the scale of change and human impacts on environments can be sustained.

What you will learn in this subject (skills, knowledge, understanding)

- What biomes are and how important they are.
- Why people move from one rural to urban areas and from small cities to large ones.
- Investigate the role and importance of natural environments.
- Learn what indicates human wellbeing in Australia and abroad.

Through the study of Geography, students will develop an interest in, and informed and responsible attitudes towards cultures, people, societies and environments at local, national, regional and global scales.

Civics and Citizenship Education is not studied separately but flows from the study of both History and Geography. Students consider how individuals, groups and governments make decisions and the role they can play as active citizens in a democracy.

Some of the main topics in this subject are

- Sustainable biomes
- Changing places
- Environmental change and management
- Human wellbeing

Particular Course Requirements

- Common assignments including research assignments
- Skills exams
- End of Year exams
- School based exams
- Compulsory field work

Course costs

Possible Field trip travel costs \$20 approx.

Personal Development, Health and Physical Education (PDHPE)

NESA syllabus link: [PDHPE](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Enthusiasm for physical activity but most importantly always trying to do your very best
- Good organisation skills in regards to bringing full PE uniform and PDH book to every lesson
- Ability to analyse and reflect on your own lifestyle
- Ability to empathise and sympathise with others

What this subject is about (content)

You will develop your capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

What you will learn in this subject (skills, knowledge, understanding)

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

The four strands that are covered over Years 9 and 10 are: -

- Self and relationships
- Movement skill and performance
- Individual and community health
- Lifelong physical activity

Particular Course Requirements

- Theory – book or folder
- Practical – KHS PE Uniform – red sport shirt, blue sport shorts.

Course costs

\$30.00 for Workbooklet.

Sport

Success criteria (what skills and aptitudes do you need for success in this subject)

- Must be attired in complete KHS sporting uniform
- Committed to KHS Grade sporting team at all times
- Leadership and sport citizenship potential
- Boundless enthusiasm and consistently striving to achieve your own personal best result.

Sport at Kingsgrove High School is compulsory for all students in Years 7, 8, 9, 10 and 11. A traditional sports afternoon operates at KHS on Wednesday afternoon. The official time for sport is 12:45 – 2:20pm. Sport at KHS is divided into Grade Sport, Recreational Sport and Integrated Sport for Year 7.

Grade Sport

Involves competitive sport against the other 18 schools in the St George Zone competition. Grade sport is divided into 2 seasons – Summer and Winter.

Some of the sports involved in Grade Sport are:-

Girls:

Netball, basketball, volleyball, soccer, softball, table tennis, tennis, Oz Tag, hockey

Boys:

Basketball, volleyball, baseball, soccer, table tennis, rugby league, tennis, touch football, hockey

Recreational Sport

Involves non competitive sport at various sporting venues around our district. Some of the recreational sports offered include:

Ten pin bowling, Tennis, Power walking, Theatre Sports, Lawn Bowls, Dance.

Particular Course Requirements

- All students need to wear full PE/Sports uniform to school on Wednesdays. To participate in grade or recreational sport you must be in full sports uniform.

Course costs

Recreational Sport is free. \$80.00 upfront fee for Grade Sport per season.

Stage 5 – Elective Subjects



Child Studies

Chinese

Commerce

Drama

Food Technology

French

Graphics Technology

History Elective

Industrial Technology – Electronics

Industrial Technology – Metal

Industrial Technology – Timber

Information and Software Technology

Marine and Aquaculture Technology

Modern Greek

Music

Physical Activity and Sports Studies (PASS)

Textiles Technology

Visual Arts

VET - Retail Services
- Business Services

NESA syllabus link: [Child Studies](#)

Success criteria (what skills and aptitudes you need for success in this subject)

- Interest in children
- Interest in parenting or a career in child care

What this subject is about (content)

This course is designed to develop your knowledge and appreciation of the physical, emotional, intellectual and social stages of growth and development of the young child and the needs that are associated with these stages of development. This will provide a basis for parenting and/or current contact with children in the future.

What you will learn in this subject (skills, knowledge, understanding)

- Antenatal care, antenatal classes, teenage pregnancies, the medical staff involved, arrangements for the birth and the birth process.
- Taking care of a new mother and the newborn child detailing the basic needs of both individuals. The requirements of the new born are examined. Hygiene, meal preparation, nutrition, crying, teething and relating to others are explored along with milestones in growth and development.
- Development of children from conception to birth and the early childhood years. It highlights the nature versus nurture debate by investigating genetics, attaining key milestones, language development, motor skills, social skills, learning, emotional development and physical growth and development.
- Different types of child care facilities, types of child care throughout history and in varying cultures. The need for child care is examined along with problems faced by parents and children when using child care, the rights of the child, child protection issues, preschool learning tasks, aspects of socialisation, lesson planning for preschool children and positive and negative discipline for children.
- The worries of parents with toddlers including separation anxiety, tantrums, setting limits, eating issues, sleeping, speech, clothing and toilet learning.
- Investigate local preschools meeting the needs of students, government requirements and the preparation for children beginning school.
- Childhood health issues including the maternal protection of the developing child, common illnesses, their causes, prevention and cures, infectious diseases and symptoms, caring for sick children and immunisation issues.
- Planning of a child's party for the last week of term. Students will examine childhood interests and with this knowledge develop a party theme, develop indoor and outdoor games and activities for children, investigate suitable foods and nutritional needs of students
- Socialisation of the child, the conditions required for socialisation, the importance of play, types of play and the social development of the child. Students will investigate anti-social behaviour, assist the sociability of young children and look at learning through play.
- The family unit, identifying different types of families, the functions of the family unit and the roles within the family. Cultural differences in a range of family units are examined with an emphasis on the western and aboriginal families.

Some of the main topics in this subject are:

CORE modules	ELECTIVE modules
1. Pregnancy	1. The Toddler Years
2. The New Born	2. The Preschooler
3. Child Development	3. Accidents and Illnesses
4. Child Care Options	4. Entertaining Children
	5. Child's Play
	6. Families

Particular Course Requirements: Nil

Course costs: Field studies are an important aspect of the course and will cost up to \$20 each year. \$30.00 course booklet

Chinese

Faculty: Languages

NESA syllabus link: [Chinese](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in Chinese language and people and culture
- Ability to work independently
- Ability and capacity to undertake extension work

What this subject is about (content)

The aim of the Chinese K-10 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

Students will exchange information, ideas and opinions, and socialise, plan and negotiate in Chinese

Objective – Accessing and responding

Students will obtain, process and respond to information through a range of spoken, written, digital and/or multimodal text in Chinese

Objective – Composing

Students will create spoken, written, bilingual, digital and/or multimodal texts in Chinese

Objective – Systems of language

Students will get to understand the Chinese language system including sound, writing, grammar, text structure, and how language changes over time and place

Objective - The role of language and culture

Students will get to understand and reflect on the role of Chinese language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Suggested themes and topic subjects are:

About me, about you	Getting help	Music
After school activities	Health and fitness	Our community
Daily routine	Hobbies	Our local area
Eating and drinking	Holidays	Part-time jobs
Entertainment	House and home	Parties
Family	Lost and found	Pets
Festivals	Making arrangements	Restaurant
Finding the way	Making friends	School life
Future plans	Meeting people	Seasons and weather
Sightseeing	Special occasions	Shopping
Special outings	Sport	The environment
The weekend	Transport	Travel

Particular Course Requirements: Nil

Course Costs: \$20.00

NESA syllabus link: [Commerce](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in the commercial environment.
- A possible future interest in studying Economics, Business Studies, and/or Legal Studies in the senior school.

What this subject is about (content)

This course is of great value in the everyday lives of students. The topics studied assist students in gaining an awareness of business and money management. The Commerce course covers a wide range of areas including Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures and Law, Society and Political Involvement.

What you will learn in this subject (skills, knowledge, understanding)

Commerce students visit a number of businesses, to see first hand the factors involved in successfully running a commercial enterprise. Other activities involve visiting Parliament and the Local Courts and the Justice and Police Museum.

Students will develop:

- Knowledge and understanding of consumer, financial, business, legal and employment matters.
- Skills in decision-making and problem solving in relation to consumer, financial, business, legal and employment issues.
- Develop skills in working independently and co-operatively.

Some of the main topics in this subject are

Core Study

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Options

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

Particular Course Requirements

- Submit assessment tasks, attend field trips and excursions
- Examinations mid-year and end of year.

Course costs

Year 9 - \$30 for Luna Park Excursion – focus on *Running a Business*

Year 10 - \$10 for Police and Justice Museum Excursion – Focus on *Law in Action*.

Drama

Faculty: English

NESA syllabus link: [Drama](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

Students will be required to demonstrate:-

- A genuine commitment to their studies in drama
- A willingness to work in groups
- Skills in negotiating and co-operating with others
- Ability to reflect on their own and others' performances
- Ability to research a topic and present a written report.

What this subject is about (content)

Drama in Year 9 and 10 introduces students to drama and theatre through a range of enjoyable and stimulating activities. You will develop self-confidence and improve your negotiating and problem-solving skills while exploring real and imagined worlds. Through drama you will learn to understand and appreciate the role of theatre in reflecting the social, cultural and political aspects of our world.

What you will learn in this subject (skills, knowledge, understanding)

You will learn to express yourself and to work with others collaboratively through a range of scripted and unscripted performances. Working in groups, you will learn to use movement and mime to explore, shape and represent ideas.

You will learn about the roles of the playwright, director, designer and technicians and you will gain an appreciation of the actor/audience relationship.

By documenting your work in a drama logbook, you will learn to reflect on your own and others' performances.

Through attendance at theatrical productions and your own research, you will gain an understanding and appreciation of drama as an art form and of the conventions of live performance.

Some of the main topics in this subject are

Movement and mime, improvisation, play building, dramatic forms, character and role, elements of drama, theatrical styles and conventions.

Particular Course Requirements

Two A4 exercise books

Course costs

\$30.00

Food Technology

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Food Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Developing an interest in the nutritional values of foods and the practical implications.

What this subject is about (content)

The aim of the Food Technology Years 9 – 10 Syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions regards food.

What you will learn in this subject (skills, knowledge, understanding)

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food.
- Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health.
- Skills in researching, evaluating and communicating issues in relation to food.
- Skills in designing, producing and evaluating solutions for specific food purposes.
- Knowledge, understanding and appreciation of the significant role of food in society.

Some of the main topics in this subject are

Content is selected from the core and studied along with the focus areas chosen.

Core

- Food preparation and processing
- Nutrition and consumption

Focus Areas

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

Particular Course Requirements

- Students are required to undertake practical activities throughout the course. Practical experiences are used to develop food preparation skills through the design, production and evaluation of these activities.
- Fully enclosed black leather footwear must be worn. The tongue of the shoe must also be leather.

Course costs

\$65.00

NESA syllabus link: [French](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in French language and people and culture
- Ability to work independently
- Ability and capacity to undertake extension work

What this subject is about (content)

The aim of the French K-10 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and leading to lifelong personal, educational and vocational benefits.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

Students will exchange information, ideas and opinions, and socialise, plan and negotiate in French

Objective – Accessing and responding

Students will obtain, process and respond to information through a range of spoken, written, digital and/or multimodal text in French

Objective – Composing

Students will create spoken, written, bilingual, digital and/or multimodal texts in French

Objective – Systems of language

Students will get to understand the French language system including sound, writing, grammar, text structure, and how language changes over time and place

Objective - The role of language and culture

Students will get to understand and reflect on the role of French language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Suggested themes and topic subjects are

About me, about you	Health and fitness	Our community
Getting help	Our local area	Parties
Music	Part-time jobs	Lost and found
After school activities	House and home	Pets
Daily routine	Restaurant	Making arrangements
Hobbies	Finding the way	Future plans
Eating and drinking	Making friends	Seasons and weather
Holidays	School life	Special occasions
Entertainment	Meeting people	Shopping
Family	Sightseeing	Sport
Festivals	Special outings	The environment
Travel	Transport	The weekend

Particular Course Requirements: Nil

Course Costs: \$20.00

Graphics Technology

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Graphics Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Sound results in Mathematics
- Ability to think creatively

What this subject is about (content)

Graphics Technology develops in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

Students will learn the protocols and skills associated with the design and production of a wide variety of manually and computer generated graphical communication techniques.

What you will learn in this subject (skills, knowledge, understanding)

In Graphics Technology, students will learn about, and gain understandings of graphical communication and the technologies and techniques used to convey technical and non-technical ideas and information.

Computer Aided Drafting (CAD) is an integral component of this course and students will become practiced in the use of CAD software packages, e.g. Google Sketchup and Auto Sketch.

Some of the main topics in this subject are

The course is divided into a number of modules, two core modules studied in Year 9 which provide a broad skill set in the interpretation and production of drawings, followed by the study of four option modules in Year 10. The modules studied in Year 10 will be selected with consideration to student interests as well as the teaching resources available.

Option Module Topics

- | | |
|---------------------------------|------------------------------------|
| ▪ Architectural Drawing | ▪ Graphic Design and Communication |
| ▪ Australian Architectural | ▪ Landscape Drawing |
| ▪ Cabinet and Furniture Drawing | ▪ Pattern Design |
| ▪ Cartography and Surveying | ▪ Product Illustration |
| ▪ Computer Animation | ▪ Technical Illustration |
| ▪ Engineering Drawing | |

Particular Course Requirements

- Ruler, clutch pencil, eraser etc.

Course costs

\$25.00

History Elective

Faculty: History

NESA syllabus link: [History Elective](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- An interest in mysteries from the past
- Research and investigation skills including using technology
- Independent learning skills

What this subject is about (content)

A hands-on approach to history where students are encouraged to further their knowledge and understanding through film, internet, historical fiction and the media.

Students learn about people and events by watching movies, reading stories, attending excursions and exploring other site studies using the internet and multimedia.

What you will learn in this subject (skills, knowledge, understanding)

Students will learn about past societies, individuals, events and historical periods. They will develop skills in historical inquiry and communication.

Some of the main topics in this subject are

- Crime and punishment through the ages
- Historical stories as told through film
- What motivates a killer?
- Terrorism in the twentieth century
- Hitler and the Jews
- A dingo took my baby: The Azaria Chamberlain story
- True stories of alien encounters

Particular Course Requirements

Excursions are an important part of this course as students will be required to visit historical sites to investigate aspects of the past. Excursions may include: Imax, Ghost Tour of the Rocks, Madame Tussaud's Waxworks Museum, Sydney Harbour cruise, South Coast (overnight)

Course costs

\$40.00 + Individual excursion costs.

Industrial Technology - Electronics

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Industrial Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Reasonable results in Mathematics and Science
- Think creatively
- Ability to work independently

What this subject is about (content)

Industrial Technology – Electronics develops students' knowledge and understanding of components and processes commonly used in electronics. They develop knowledge and skills relating to the selection, use and application of components, tools, machines and processes through the planning and production of quality practical projects.

What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology - Electronics involves students in the design, planning and construction of projects using a range of electronic components and circuits. Construction of projects will involve the use of hand tools, a range of portable power tools and electronic circuit testing equipment.

Students will learn about design, tools and processes applicable to electronic projects and develop a wide range of practical skills related to circuit design, construction and testing. Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to electronic-related technologies.

Some of the main topics in this subject are

Work, Health and Safety, and risk management
Electronics materials, circuit types and standard components
Equipment, tools and machines
Design of electronic circuits
Techniques and processes used in circuit construction and fault finding
Workplace Communications – reading and producing circuit diagrams and reports
The effects of the electronics industries on society and the environment
Industrial manufacturing techniques and processes.

Particular Course Requirements

- Apron – this is provided.
- Fully enclosed black leather footwear must be worn including the tongue of the shoe which must be leather.

Course costs

\$60.00

Industrial Technology - Metal

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Industrial Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Think creatively
- Work independently

What this subject is about (content)

Industrial Technology – Metal develops students' knowledge and understanding of materials and processes commonly used in metal fabrication, metal machining and sheet-metal work. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology - Metal involves students in the design, planning and construction of projects using solid sections and sheet metals. Construction of projects will involve the use of hand tools, a range of portable power tools and machine tools including the metal turning lathe.

Students will learn about design, tools and processes applicable to making metal projects and develop a wide range of practical skills related to sheet metalworking, metal fabrication and metal machining.

Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies.

Some of the main topics in this subject are:

Work, Health and Safety, and risk management
Metals and Metal alloys
Equipment, tools and machines
Designing in metal
Sheet metal, metal fabrication and metal machining techniques
Workplace Communications – reading and producing drawings and reports
The effects of the metals industries on society and the environment
Industrial manufacturing techniques and processes.

Particular Course Requirements

- Apron – this is provided.
- Fully enclosed black leather footwear (including the tongue of the shoe which must also be leather) must be worn.

Course costs

\$50.00 (Covers all student projects).

Industrial Technology - Timber

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Industrial Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Think creatively
- Work independently

What this subject is about (content)

Industrial Technology – Timber develops students' knowledge and understanding of timber and processes commonly used in cabinetwork. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What you will learn in this subject (skills, knowledge, understanding)

Industrial Technology - Timber involves students in the design, planning and construction of projects using solid timber, timber sheet materials and common hardware. Construction of projects will involve the use of hand tools, a range of portable power tools and machine tools including the wood turning lathe.

Students will learn about design, tools and processes applicable to making timber projects and develop a wide range of practical skills related to cabinet making and wood turning. Practical activities are the major focus of this course and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

Some of the main topics in this subject are:

Work, Health and Safety, and risk management
Timber and timber products
Equipment, tools and machines
Designing in timber
Cabinet making and wood turning techniques
Workplace communications – reading and producing drawings and reports
The effects of timber industries on society and the environment
Industrial manufacturing techniques and processes.

Particular Course Requirements

- Apron – this is provided.
- Fully enclosed, black leather shoes must be worn (including the tongue of the shoe which must be leather).

Course costs

\$65.00 (Covers all student projects).

Information and Software Technology

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Information and Software Technology](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Interest in developing Technology skills.

What this subject is about (content)

The aim of the Information and Software Technology Years 9 -10 Syllabus is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

What you will learn in this subject (skills, knowledge, understanding)

Knowledge and understanding of a range of computer software and hardware applications.
Problem solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real world problems..
Responsible and ethical attitudes related to the use of information and software technology
Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society.
Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

Some of the main topics in this subject are selected from these options:

Animation, warping and morphing

Artificial Intelligence, Simulation and Modelling-use hardware and software to understand computers.

Authoring and Multimedia – become a creator of multimedia systems.

Database Design - create and modify databases.

Digital Media - use of photo and audio editing software, create animations.

Internet and Website Development - build websites.

Networking Systems - build computer networks.

Robotics and Automated Systems - build and program robots.

Software Development and Programming – write and code gaming software

Design, Produce and Evaluate

Data Handling

Hardware Issues

Past, Current and Emerging Technologies

People

Software

Particular Course Requirements

Students are required to undertake project work throughout the course.

Course costs

\$20.00

Marine and Aquaculture Technology

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Marine and Aquaculture Technology](#)

Success criteria (what skills and aptitudes you need to have for this subject)

- An interest in Australia's ocean and coastal ecology or environment and lifeforms.
- Water confidence

What this subject is about (content)

Marine and Aquaculture Technology involves learning about Australia's coastal environment with an emphasis on learning more about marine life and coastal ecology. We also examine man's relationship with the ocean environment.

What you will learn in this subject (skills, knowledge, understanding)

Students learn about marine and aquatic environments with an emphasis on practical experiences. As well as undertaking field studies to study ocean and coastal environments, students also learn skills in first aid and water safety. Recreational activities such as snorkeling and surfacing lessons are a part of this course.

Students also visit aquariums and rock platforms to learn about marine life as well as design, construct and maintain an aquarium at school. They learn about boat safety and sailing theory and have the opportunity to take part in practical sailing lessons.

Students also learn about famous marine disasters, shipwrecks and salvage operations.

Some of the main topics in this subject are

- The Ocean World
- Marine Mammals and Dangerous Marine Creatures
- Rock Platforms and our Coastal Environments
- Antarctica's Marine Ecology
- Snorkelling and Surfing
- Aquarium Design and Construction
- Saving Water Environments
- Shipwrecks and Salvage
- Marine Disasters
- Coastal Tourism
- Fish as Food

Particular Course Requirements

Excursions to coastal environments are an important part of this course. Water confidence is important to take part in some of the practical elements including snorkelling, sailing and surfing lessons. Students must be able to swim 100m. In Year 9 students attend a 1 night excursion to the South Coast. In Year 10, students embark on a 3 night excursion to the Gold Coast.

Course costs

\$40 to subsidise excursion costs. Excursions are an important part of this course and will be payable throughout the year. Example of this includes a boat tour to go whale watching off the Sydney coast, surfing lessons and visits to the pool.

Modern Greek

Faculty: Languages

NESA syllabus link: [Modern Greek](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Love of languages
- Interest in Greek language and culture and people
- Ability to work independently
- Ability and capacity to undertake extension work

What this subject is about (content)

The aim of the Modern Greek K-10 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

What you will learn in this subject (skills, knowledge, understanding)

Objective – Interacting

Students will exchange information, ideas and opinions, and socialise, plan and negotiate in Modern Greek

Objective – Accessing and responding

Students will obtain, process and respond to information through a range of spoken, written, digital and/or multimodal text in Modern Greek

Objective – Composing

Students will create spoken, written, bilingual, digital and/or multimodal texts in Modern Greek

Objective – Systems of language

Students will get to understand the Modern Greek language system including sound, writing, grammar, text structure, and how language changes over time and place

Objective - The role of language and culture

Students will get to understand and reflect on the role of Modern Greek language and culture in the exchange of meaning, and consider how interaction shapes communication and identity.

Suggested themes and topic subjects are

About me, about you	Health and fitness	Our community
Getting help	Our local area	Parties
Music	Part-time jobs	Lost and found
After school activities	House and home	Pets
Daily routine	Restaurant	Making arrangements
Hobbies	Finding the way	Future plans
Eating and drinking	Making friends	Seasons and weather
Holidays	School life	Special occasions
Entertainment	Meeting people	Shopping
Family	Sightseeing	Sport
Festivals	Special outings	The environment
Travel	Transport	The weekend

Particular Course Requirements: Nil

Course Costs: \$20.00

Music

Faculty: Creative and Performance Arts (CAPA)

NESA syllabus link: [Music](#)

Success criteria (what skills and aptitudes you need to have for this subject)

- Basic writing skills
- Play an instrument or sing

What this subject is about (content)

Music in Years 9 and 10 is about applying your existing interests and skills to a number of different styles of music. You will also have the chance to develop new skills through practical studies, using any instrument of your own choice. You can choose to major in voice as well.

The course involves performance, composition and listening activities, giving the opportunity for all students to be involved in solo, small group and larger group works. Elective music students will get to form their own class pop / rock ensemble performing their favourite songs and pieces.

What you will learn in this subject (skills, knowledge, understanding)

You will develop your performance skills through the study of different topics and styles. Further, you will be able to develop skills in creating music and using music technology. You will learn about the concepts of music through performance, listening and composing activities.

Some of the main topics in this subject are

Areas to be studied will include: Rock, Jazz, Musical Theatre, Music of other cultures, Popular Music, Music and Technology, Music for Small and Large Ensemble, Music for Radio, TV, Film and Multimedia. Australian Music will be featured throughout the course e.g. (Pop, Rock, Jazz, The Classics etc).

Particular Course Requirements

- 1 x 96 Page Music Book with ruled lines and staves.
- 1 x Coloured Plastic Display folder (not black)
- Performing at School Concerts

Course costs

\$50.00

Physical Activity and Sports Studies

Faculty: Personal Development, Health and Physical Education (PDHPE)

NESA syllabus link: [Physical Activity and Sports Studies](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Desire to learn in depth theoretical information regarding health issues and maintaining an active lifestyle
- Higher order thinking skills
- Interest in participating in extra theory and practical lessons with enthusiasm
- Excellent organisational skills

What this subject is about (content)

Physical Activity and Sports Studies (Healthy and Active Lifestyle) incorporates a study of basic anatomy and physiology including the energy systems that enable us to move efficiently in a variety of contexts. It includes the study of both current and historical social issues related to physical activity and its role in the lives of the individual and Australian society. Students also explore and begin preparation for a variety of careers related to health and physical activity including: doctors, dieticians, nutritionists, personal trainer, sport psychologist, sports journalist, exercise physiologist.

What you will learn in this subject (skills, knowledge, understanding)

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
Mandatory Units	<ul style="list-style-type: none"> • Body systems and energy for physical activity 	<ul style="list-style-type: none"> • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Event management
M O D U L E S	<ul style="list-style-type: none"> • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity 	<ul style="list-style-type: none"> • Australia's sporting identity • Physical activity and sport for specific groups • Opportunities and pathways in health, physical activity and sport activity and sport 	<ul style="list-style-type: none"> • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance

Some of the main topics in this subject are

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Particular Course Requirements

Active involvement in all modules and movement applications

Course costs

\$20 to participate in a selection of out of school activities.

Textiles Technology

Faculty: Technological and Applied Studies (TAS)

NESA syllabus link: [Textiles Technology](#)

Success criteria (What skills and aptitudes do you need for success in this subject)

- Think creatively.
- Work independently.
- Developing an interest in the Design Process and there practical applications.

What this subject is about (Content)

Design and Technology is an elective course that enables students to develop knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of all forms of textiles and produce various items suitable to the unit. Students investigate the work of designers and examine historical, cultural and contemporary aspects of design. Students explore the properties and performance of a range of textile items (Industrial as well as textile material) to enable them to justify the selection of materials for specific end uses.

Stage 5 Design and Technology, Years 9-10 syllabus builds upon the knowledge, skills and experiences developed in mandatory technology education from kindergarten to Year 8 through the K-6 Science and Technology syllabus and the Technology (Mandatory) Years 7-8 syllabus. Students may focus further on this subject matter in Years 11-12 through subjects such as: Textiles and Design, Design and Technology, Entertainment Industry VET.

What you will learn in this subject (Skills, knowledge, understanding)

- Knowledge and understanding of design concepts and processes
- Understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments
- Knowledge and understanding of the work of designers and the issues and trends that influence their work
- Knowledge and understanding of and skills in innovation, creativity and enterprise
- Skills in communicating design ideas and solutions
- Knowledge and understanding of and skills in managing resources and producing quality design solutions.

Some of the main topics in this subject are:

- | | |
|--|---|
| ▪ Unit 9.1: Sport and leisure/interior design | Focus area: Apparel/non-apparel |
| ▪ Unit 9.2: Toy Story Too | Focus area: Non apparel |
| ▪ Unit 9.3: Pattern for Peace | Focus area: Textile arts |
| ▪ Unit10.1: In The Spotlight | Focus area: Costume/Theatre Design |
| ▪ Unit 10.2: Voyage of Discovery | Focus area: Open |
| ▪ Unit10.3: Me, Myself and I | Focus area: Furnishings |

Particular Course Requirements

- Students are required to undertake project work throughout the course, for which they will be responsible for the purchase of all materials.
- Each student will be expected to have an exercise book.

Course costs

\$40 covers extra e.g. threads, pins, needles, cotton. (Students must provide materials etc at their own cost).

Visual Arts

Faculty: Creative and Performing Arts (CAPA)

NESA syllabus link: [Visual Arts](#)

Success criteria (what skills and aptitudes do you need for success in this subject)

- Basic drawing and painting skills
- Basic writing skills

What this subject is about (content)

Visual Arts in Year 9 and 10 is all about learning how to make artworks and understand the artworks that other people create.

Practical work makes up 60% of this course, giving the opportunity for all students to be involved in creating artworks using a variety of media. These will include choices of painting, drawing, ceramics, sculpture, printmaking, photography, graphics, design and computer technology.

The study and appreciation of artworks made at different times in history and in different countries and cultures will make up the remaining 40% of the course.

What you will learn in this subject (skills, knowledge, understanding)

You will learn how to use different art materials such as paint, pencils, clay and glazes, through the practical content described above and through studying established artists.

You will also learn how to discuss artworks – what they mean, when they are made and what they mean to different people. This will also assist you in creating your own artworks.

Some of the main topics in this subject are

- Art making practice- Drawing, painting, sculpture, photography, graphics, printmaking
- Art history and criticism
- Excursions visiting current art exhibitions, art galleries and places related to art and design, they are integral to the satisfactory completion of this subject.

Particular Course Requirements

- A3 Visual Arts process diary
- Art kit (included in course fees)

Course costs

\$60.00

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

Stage 5 Retail Services and Business Services

This course allows students to learn industry skills in the classroom. Students will study units contributing to a Certificate 1 in Retail Services in Year 9 and a Certificate 1 in Business Services in Year 10.

The following course descriptors give a brief explanation of what is taught and assessed over Years 9 and 10.

Public Schools NSW, Ultimo Registered Training Organisation 90072
STAGE 5 RETAIL SERVICES COURSE DESCRIPTION 2018
 This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
 Notification of variations will be made in due time.

Course: **Retail Services** (100 indicative hours) Stage 5 VET Board Endorsed
 Course

This course is accredited for the Record of Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications

SIR10116 Certificate I in Retail Services

Units of Competency

Core

- | | |
|------------|--|
| SIRXCOM001 | Communicate in the workplace to support team and customer outcomes |
| SIRXIND001 | Work effectively in a service environment |
| SIRXWHS001 | Work safely |

Electives

- | | |
|------------|---|
| MEM11011B | Undertake manual handling |
| SIRXIND002 | Organise and maintain the store environment |
| FSKDIG02 | Use digital technology for simple workplace tasks |
| SIRXIND003 | Organise personal work requirements |
| SIRXIND004 | Plan a career in the retail industry |

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Pathways to Industry

Working in the retail industry involves:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ customer service ▪ stock control ▪ using cash registers, scanners, computers, telephones | <ul style="list-style-type: none"> ▪ teamwork ▪ designing and creating displays |
|--|---|

Example of occupations in the Retail Industry:

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ buyer ▪ customer service assistant ▪ stock controller | <ul style="list-style-type: none"> ▪ sales person ▪ visual merchandise ▪ merchandise |
|---|---|

Pathways to Further Study

As part of the HSC, students may pursue a full or partial completion of a Certificate II in Retail Services. School-based traineeships are also available in this field

Project and work-based learning

It is strongly recommended project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Retail Services course.

Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through their VET teacher.

Course Costs: Resources \$ 20

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

Exclusions - VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

Public Schools NSW, Ultimo Registered Training Organisation 90072

STAGE 5 BUSINESS SERVICES COURSE DESCRIPTION 2018

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.
Notification of variations will be made in due time.

Course: Business Services (100 indicative hours)

Stage 5 VET Board Endorsed Course

This course is accredited for the Record of Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

BSB10115 Certificate I in Business Services

Units of Competency

Core

BSBWHS201 Contribute to Health and Safety of self and others

Electives

BSBADM101 Use business equipment and resources

BSBCMM101 Apply basic communication skills

BSBITU101 Operate a personal computer

BSBITU102 Develop keyboard skills

BSBLED101 Plan skills development

Students may apply for Recognition of Prior Learning and /or credit transfer provided suitable evidence is submitted.

Pathways to Industry

Skills gained in this industry transfer to other occupations. Working in the business services industry involves

- customer (client) service
- organising information and records in both paper and electronic forms
- using technologies
- creating documents
- teamwork

Examples of occupations in the business services industry:

- administration assistant
- receptionist
- secretary
- personal assistant
- sales clerk/officer

Pathways to further study

As part of the HSC, students may complete a Certificate II in Business Services or a School Based Traineeship in Business Services.

Project and work-based learning

It is strongly recommended project and work-based learning opportunities be used as a teaching and learning strategy throughout the course. These could include group project work, individual research or other activities that meet the learning needs of students. There is a range of career, enterprise and work education programs currently operating in schools that may be linked to the Business Services course.

Competency- Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Appeals Students may lodge an appeal about assessment decisions through the VET teacher.

Course Costs: Resources \$ 20

Refund Arrangements on a pro-rata basis

Please see your VET teacher to enquire about financial assistance

Exclusions - VET course exclusions can be checked on the NESA website at www.boardofstudies.nsw.edu.au/voc_ed/exclusions.html

YEAR 9	DESCRIPTION	AMOUNT
GENERAL CONTRIBUTION	Year 9 General Contribution	\$90.00
CHILD STUDIES WORKBOOK	Year 9 Child Studies Workbook	\$25.00
DIARIES	Diaries	\$8.00
ACCIDENT INSURANCE	Accident Insurance	\$5.00
P & C CONTRIBUTION	P & C Contribution	\$20.00
CHINESE	Year 9 Chinese	\$20.00
D & T. – TEXTILES & THEATRE ARTS	Year 9 D&T Textiles & Theatre Arts	\$40.00
DRAMA	Year 9 Drama	\$30.00
FOOD TECHNOLOGY	Year 9 Food Technology	\$65.00
FRENCH	Year 9 French	\$20.00
GRAPHICS TECHNOLOGY	Year 9 Graphics Technology	\$20.00
HISTORY ELECTIVE	Year 9 History Elective	\$40.00
INDUSTRIAL TECH – ELECTRONICS	Year 9 IT Electronics	\$60.00
INDUSTRIAL TECH – METAL	Year 9 IT Metal	\$50.00
INDUSTRIAL TECH – TIMBER	Year 9 IT Timber	\$65.00
INFORMATION SOFTWARE TECHNOLOGY	Year 9 IST Computing	\$20.00
MARINE STUDIES	Year 9 Marine Studies	\$40.00
MODERN GREEK	Year 9 Modern Greek	\$20.00
SCIENCE	Year 9 Science	\$30.00
MUSIC	Year 9 Music	\$50.00
PDHPE WORK BOOKLETS	Year 9 PDHPE Workbook	\$30.00
CARNIVALS FEE	Carnival Fee	\$20.00
SPORT STUDIES (PASS)	Year 9 Sport Studies	\$20.00
VISUAL ARTS	Year 9 Art	\$60.00
VET – Retail Services	Year 9	\$20.00
VET – Business Services	Year 10	\$20.00



Kingsgrove High School

Year 8 2019 into Year 9 2020

Elective Subject Selection

Surname: _____

First Name: _____

Roll Class: _____

Table A – Complete this Section

Tick one only
<input type="checkbox"/> I will definitely be returning to Kingsgrove High School for Year 9 in 2020
<input type="checkbox"/> I will be starting Year 9 at another school – I plan to go toHigh School

All students will study the core courses listed in **Table B**

Table B

Core Courses	
1	English
2	Mathematics (5.1,5.2 or 5.3)
3	Science
4	History
5	Geography
6	Personal Development, Health and Physical Education
7	Sport

At Kingsgrove High School students also study two elective courses for their RoSA. Please complete **Table C** below, listing your courses in preference, with Choice 1 being your most preferred. Then list three Reserve choices, in order of preference, with Reserve 1 being your most preferred.

Please use the full name of the elective course from the subject selection booklet

Table C – Complete this Section

Choice	Elective Course Choice
1	
2	
Reserves: You must select three reserve courses in order of preference	
Reserve 1	
Reserve 2	
Reserve 3	

I, _____ (Name of parent/caregiver) understand that my child/ward is expressing interest in these two elective courses and that once all students have selected their elective course preferences, Kingsgrove High School will determine which elective courses will be timetabled in 2020. I understand that not all courses will be timetabled in 2020.

In addition, I acknowledge that the information supplied in **Table A** is a true indication of my intention for my child/ward in 2020.

Parent/Caregiver sign/date	Student sign/date	Year Adviser Sign/date

Please return all forms to **Ms Lee** by Monday 19 August, 2019