How to use this Booklet to choose your electives.

1. Don’t panic. Remember you are only choosing 3 subjects. The rest are compulsory.

2. Choose subjects that you know you like doing from your year 7 & 8 experiences.

3. Do not choose the subject because that is what your friend wants to do!!!!!!

4. Don’t choose a subject you don’t like because you think it might help your career.

5. Ask your parents and teachers about subjects.

6. Fill out the coloured selection sheet and hand it in at the front office to Mrs Kennedy on Wednesday 15th August 2012.
## Important dates for you and your child
*(Currently in Year 8)*

**Kempsey High School**

**Subject Selection Timeline**

**Year 9 - 2013**

<table>
<thead>
<tr>
<th>Week 2B</th>
<th>Tuesday 24th July-period 3</th>
<th>Handbooks distributed to Year 8-meeting with all students in the Hall. Mrs Kennedy, Mrs Williams &amp; Mrs Hall.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3&amp;4</td>
<td>In class</td>
<td>Staff of elective subjects to speak to their classes (internal organisation)</td>
</tr>
<tr>
<td></td>
<td>NOTE - Year 8 into 9</td>
<td>Ms Marsh</td>
</tr>
<tr>
<td></td>
<td>Subject information to be carried out in class time</td>
<td>&amp; AEW’s with Yr 8 Aboriginal students</td>
</tr>
<tr>
<td></td>
<td>This week</td>
<td></td>
</tr>
<tr>
<td>Week 5A</td>
<td>By Wednesday 15th August</td>
<td>Collection of Year 9, 2013 elective forms in the box in Mrs Kennedy’s office</td>
</tr>
<tr>
<td>Week 6B</td>
<td>Mon 20th August</td>
<td>The line structure for each Year 9 will be drawn up, some students may need to reselect courses.</td>
</tr>
<tr>
<td>Week 7A</td>
<td>Mon 27th August</td>
<td>Start on Timetable and allocations</td>
</tr>
</tbody>
</table>

When all forms have been collected – the line structure for each form will be drawn up, some students may need to reselect course
Stage 5

To be eligible for a Year 10 Certificate you must successfully complete the following over the next two years.

Core (compulsory)

- Mathematics
- Science
- English
- HSIE – Australian History, Australian Geography
- PD/H/PE
- Career Education – integrated into core subjects
Electives

Students must successfully complete a minimum of 2 elective courses over 2 years. (200 hours).
4 periods each
At Kempsey High, students study a minimum of
3 electives.

Key Consideration for Choice

- Interests
  - Choose subjects which interest you
- Motivation
  - Choose subjects which you want to study
- Make sure you make the choice for yourself
Choosing Your Subjects

- Talk to your teachers
- Talk to your parents
- Read your information booklet
- Ask other students in Year 9 & 10 questions

Then What?

- The subjects that will run in 2011 are based on student numbers, not on pre-existing line structures.

- Some students may need to reselect only after their reserves have been used and or they have a clash of choice.
Remember

• Selection forms are in priority order. Put your first choice FIRST.
• Your Reserve choices must be something you want to do!!!!!

How do you achieve a RoSA Certificate (Recognition of Student Achievement)
Meet all requirements for each subject studied

How?

• Attend school on a regular basis.
• Participate fully in all classroom activities.
• Complete all set Assessment Tasks
• Make a serious attempt in all formal examinations.
• At the end of year 10 students will receive a grade based on their performance over the 2 years.

• This is not a pass/fail system A = Excellent E = Elementary.
• N = non completion of course = fail.

School Level

• Each subject will have a specific assessment schedule normally reported by a % result and position in group.
• This is based on class work, assignments, class tests and formal exams.
Where To Now?

Think about what you would like to study
Don’t choose because your best friend has.
Read through the booklet and make sensible choices.........
<table>
<thead>
<tr>
<th><strong>Compulsory Courses</strong></th>
<th><strong>Faculty to speak to</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Science</td>
<td>Science</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td>Personal Development, Health and Physical Education</td>
<td>PDHPE</td>
</tr>
<tr>
<td>Australian Geography</td>
<td>HSIE</td>
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<tr>
<td>Australian History</td>
<td>HSIE</td>
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<tr>
<td>Careers Education</td>
<td>Mr Rix</td>
</tr>
<tr>
<td>Sport</td>
<td>PDHPE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Elective Courses</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies</td>
<td>HSIE</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Science</td>
</tr>
<tr>
<td>Childcare</td>
<td>TAS</td>
</tr>
<tr>
<td>Computing Studies (IST)</td>
<td>Math/Computing</td>
</tr>
<tr>
<td>Commerce</td>
<td>HSIE</td>
</tr>
<tr>
<td>Dance</td>
<td>PDHPE</td>
</tr>
<tr>
<td>Drama</td>
<td>English</td>
</tr>
<tr>
<td>Extended Maths and Science</td>
<td>Mathematics/Science</td>
</tr>
<tr>
<td>Equine Studies</td>
<td>AG ( Mrs D’Aubert)</td>
</tr>
<tr>
<td>Food Technology</td>
<td>TAS</td>
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<tr>
<td>Gooris on the Job/ in Business</td>
<td>VA</td>
</tr>
<tr>
<td>Graphics Technology</td>
<td>TAS</td>
</tr>
<tr>
<td>History Elective</td>
<td>HSIE</td>
</tr>
<tr>
<td>Industrial Technology – Engineering</td>
<td>TAS</td>
</tr>
<tr>
<td>Industrial Technology – Metal</td>
<td>TAS</td>
</tr>
<tr>
<td>Industrial Technology – Wood</td>
<td>TAS</td>
</tr>
<tr>
<td>Journalism and Digital Media</td>
<td>VA</td>
</tr>
<tr>
<td>Marine and Aquaculture Technology</td>
<td>Science</td>
</tr>
<tr>
<td>Music</td>
<td>VA</td>
</tr>
<tr>
<td>Physical Activity and Sport Studies</td>
<td>PDHPE</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>TAS</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>VA</td>
</tr>
<tr>
<td>Visual Arts Cartooning and Animation</td>
<td>VA</td>
</tr>
<tr>
<td>Visual Arts- Ceramics</td>
<td>VA</td>
</tr>
<tr>
<td>Photography &amp; Digital Media</td>
<td>VA</td>
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<tr>
<td>Visual Design</td>
<td>VA</td>
</tr>
<tr>
<td>Work Education</td>
<td>HSIE</td>
</tr>
</tbody>
</table>
Compulsory Courses

All students must study the following courses in both Year 9 and Year 10 to satisfy requirements for the Recognition of Student Achievement Certificate

English
English is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

Course Description
Students of English in Years 7-10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?
Students will study books, films, radio, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times. Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10)

What will students learn to do?
Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

Course Requirements
The study of English in Stage 4(Years 7-8) requires experience of at least two works of each of fiction, film, non-fiction and drama and a wide range of types of poems. In Stage 5(Years 9-10) it requires experience of at least two works of each of fiction, film, non-
fiction, drama and a variety of poetry drawn from different anthologies or from particular poets.
In Stage 5, the selection of texts must give students experience of Shakespearean drama. Classes are organised so that all classes have an equal range of abilities.
Assessment is through the completion of class work and through across the year exams. Students also develop the skills necessary to study English in the Senior School.

Mathematics
Mathematics is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for the award of the School Certificate

Course Description
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics K-10 is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment of the subject, and their engagement in lifelong learning.

What will students learn about?
Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including: fractions, decimals, percentages, consumer arithmetic, probability, algebraic techniques, co-ordinate geometry, graphing and interpreting data, perimeter, area, surface area and volume, trigonometry, properties of solids, geometrical figures, and deductive geometry.

What will students learn to do?
Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology to explore and solve problems; develop and use appropriate language
and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

Science
Science is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

Course Description
Science develops students’ knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?
Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course Requirements
Practical experiences, which emphasise hands-on activities, will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.
Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied substantially in each of Years 7-10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

Course Description
PDHPE develops students’ capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?
All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.
- Movement Skill and Performance – Students explore the elements of compositions as they develop and refine movement skills in a variety of contexts.
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

What will students learn to do?
Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem solving, and decision-making, planning and moving.
The Geography (Mandatory) course requires students to complete:

- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for the award of the School Certificate.

Course Description
Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- The spatial dimension – where things are and why they are there.
- The ecological dimension – how humans interact with environments.

What will students learn about?
Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

What will students learn to do?
Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements
Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.
Australian History (Mandatory)

The History (Mandatory) course requires students to complete:

- 100 hours of History in Stage 4
- 100 hours of Australian History in Stage 5

This is a requirement for eligibility for the award of the School Certificate.

Course Description
History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will students learn about?
Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined.

Students develop an understanding of significant developments in Australia’s social, political and cultural history including Federation, the Vietnam War era and the social history of one decade in depth. Australia’s international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

What will students learn to do?
Students will learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change, and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Particular Course Requirements
All students must complete a site study in Stage 4 and Stage 5.
Career Education

Students in Years 9 and 10 become involved in the school’s Career Education Program. This program involves a wide range of classroom activities, which are aimed at helping students make the right choice about where they would like to be at the end of year 12.

Students will –

- Be given the opportunity to participate in a work experience program.
- Receive up to date information about the current job market.
- Develop a personal information folder.
- Learn skills to improve their presentation and interviewing skills.
The Elective Courses

Read and you need to select 3 first choices and then ensure you have a couple of back up courses.

Most students get what they select...

Subjects appear in Alphabetical Order

<table>
<thead>
<tr>
<th>Aboriginal Studies</th>
<th>Aboriginal Studies is an elective course that can be studied for 100 or 200 at during years 9 and 10.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td></td>
<td>Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.</td>
</tr>
<tr>
<td></td>
<td><strong>What will students learn about?</strong></td>
</tr>
<tr>
<td></td>
<td>Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spiritual. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity</td>
</tr>
<tr>
<td></td>
<td>Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal People and communities.</td>
</tr>
<tr>
<td>Area</td>
<td>Description</td>
</tr>
<tr>
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</tr>
<tr>
<td>What will students learn to do?</td>
<td>Students learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings. Students will also develop awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition they will acquire a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities.</td>
</tr>
</tbody>
</table>
| Agriculture | The **Agriculture** course in Years 9 and 10 provides for the needs of pupils who are interested in learning in the living plants and animals of the farm and in the way the scientist studies and solves agricultural problems. Pupils look at the relationships between soil, plants and animals involved in production without upsetting the environment. Pupils will carry out a wide variety of related practical work both in a laboratory and on the school farm and may be involved in demonstrations experiments or management activities on the school farm.  
*There is a course cost associated with this subject.* |
| Childcare   | **Childcare** will give students a more realistic view of pregnancy, caring for a newborn, the toddler and the preschooler. It is designed to be a fun course with practical cooking experiences, making toys, play dough, finger painting, etc. Visits will be made to the maternity ward at the hospital, Nursing Mothers Association, Family Day Care Centre, Playgroups, Community Health Centre, and Preschools. The students get first hand experiences, as they are able to care for a computer-simulated baby. This course is suitable for both male and female students.  
*There is a course cost associated with this subject.* |
### Computing Studies: Information and Software Design

**Computing Studies** – is a project-based course involving graphics, video, animation, robotics, software programming and much more.

This course is recommended to both those students who are keen to make careers involving the use of computers in creative design and/or the management of computers and peripherals including digital cameras & printers, as well as students who are interested in learning how to use computers and software applications correctly.

Known as **Information, Software and Technology**, this course is aimed at developing a variety of computing skills and an understanding of computing hardware, software and technology by designing different solutions to problems.

*There is a course cost associated with this subject.*

### Commerce

**Commerce** is an elective course that can be studied for 100 or 200 hours at any time during Years 7-10.

**Course Description**

Commerce provides the knowledge, understanding, skills and values that form foundations on which young people can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Students who study Commerce can develop financial literacy skills that will assist them in adult life.

**What will students learn about?**

All students study *Consumer Choice* and *Personal Finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study *Legal and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.
Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

**What will students learn to do?**
Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

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

Aspects of Commerce compliment the senior courses of Business Studies, Legal Studies and Geography

### Dance

**Dance** has been used as a tool of communication and celebration by cultures throughout history. This subject will assist the students to develop an understanding of the physical skills and the aesthetic, artistic and cultural aspects of dance.

Students will explore the conceptual basis of dance through the study of:

- *Dance Performance*- developing dance technique and performance quality to communicate ideas.
- *Dance Composition*- creating and structuring movement to express and communicate ideas.
- *Dance Appreciation*- describing and analyzing dance as an expression of ideas within a social, cultural or historical context.

This course has a strong focus of physical activity and is designed in a way that students will learn through their application of movement.

*There is a course cost associated with this subject.*
**Course Description**

*Design and Technology* is a new and exciting practical based course to be run for the first time for year 9 students in 2013. Students studying Design and Technology will gain an understanding of how technologies constantly evolve and are developed to the extent that they have an impact on the environment and on most aspects of our daily lives. As well as contemporary technological skills, capacities to adapt to rapid change, to collaborate, and to develop and express creative ideas are becoming the new foundations of design and technology learning.

**What will students learn about?**

Students will develop 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, knowledge and understanding of and skills in innovation, creativity and enterprise.

**What will students do?**

Students will participate in a number of design related activities that may include;

- Designing and producing Formula 1 and Scalextric cars from Computer Aided Drawing programs and 3 dimensional printers.
- Designing personalised or school based i-phone applications.
- Designing and constructing remote controlled unmanned aerial vehicles from lightweight materials.
- Designing and producing environmental sustainable products such as slumped and fused glass platters.
- Designing augmented reality projects.
- For more information please see Mr Hinchcliffe – TAS staffroom.
- There is a course cost associated with this subject.
| Drama | **Drama** is designed to provide students with the opportunity to learn about themselves and others by creating characters and situations. This is valuable opportunity for students to increase their self-confidence and social awareness. At the same time the students also learn the skills of stagecraft and self-expression and the history of the theatre.

The course is practical but there is some theory. Students will involve themselves in activities which will enable them to –

- Improvise
- Build a play
- Learn dramatic forms
- Learn about the technical side of the theatre
- Perform on stage

*There is a course cost associated with this subject.* |
| --- | --- |
| Extended Maths and Science | **Extension maths and science** is designed to enable motivated students interested in Science and/or maths to develop creative thinking. Skills and strategies will be developed through interesting experiments and problem solving activities.

Use of technology and exploration of ideas will be important ways to learn in this course.

Areas of study will include:

- Maths –Physical Phenomena, Applications, Games and problem solving
- Science- Experiments and research using technology and creative thinking.
- Science Journalism |
| Equine Studies | **Course Overview** -

This is a school developed Board endorsed course that looks at a variety of equine topics aimed to increase the student’s understanding and general knowledge about horses, their anatomy, behaviour and relationship with people. It will comprise predominantly of theory work and research (about 80%) supported by a variety of appropriate practical activities, excursions and demonstrations. |
Learn about:

- ‘Horsesafe’ practices
- equine evolution, history & breeds
- equine health
- equine behaviour
- equine anatomy and physiology
- equine reproduction
- equine care from tooth to hoof
- equine equipment (clothing, tack & saddlery)
- building a lasting relationship with horses

Students will be actively involved with assisting as volunteers for the local Riding for the Disabled Association as part of their practical activities.

Please note: This course is not about teaching students how to ride. It is aimed at those students, with a love for horses, who want to know more. It aims at allowing the student to develop a rewarding partnership with the horse.

Students will be required to meet with all participation costs involved in excursion activities.
For more information, please see Mrs D’Aubert in the Mathematics staffroom.

Food Technology

Course Description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.
What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied:

* Food in Australia  
* Food Equity  
* Food production development  
* Food selection and health  
* Food Service and catering  
* Food for special needs  
* Food for special occasions  
* Food trends

What will students learn to do?
The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Requirements of this course are that students are to wear a full white apron for practical lessons. A cost is required to pay for consumables used in cooking during each year. Also a school apron is required - $6.60

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**Gooris on the Job / in Business**

**Gooris on the Job** is designed for all Goori students enrolled at Kempsey High School in Year 9&10. This course will help students make informed decisions about their career choices. This would be in institutions such as Boorongen Djugun and other businesses in the town.

The course focuses on successful Gooris in the workplace. These people will visit the school to talk to students and in some cases students will visit these people at their place of employment.

Such skills as – reporting, questioning, interviewing and telephone skills as well as development of computer skills will be carried out in a practical way.

At the end of the course the students will be responsible for the production of a magazine showing the various parts of the program.
| Graphic Technology | Students in **Graphics Technology** will complete a wide variety of drawings using a diverse of drawing equipment and mediums.

Drawings areas covered in the program are:


As outlines, a wide variety of drawings are completed by the student and they are all based around well-known objects to achieve the aims of the course. Drawings based around racing cars, aircraft, power tools, home appliances and engineered components and common and these are then rendered using a variety of mediums e.g. water pains, pencils, chalks, etc.

Students will have hands on experience using the computer to generate drawings.

A large number of students have found Technical drawing very beneficial especially in trade courses at TAFE and in Engineering Science.

*There is a course cost associated with this subject.* |
| History Elective | **Elective History** provides the intellectual skills to enable students to critically analyse and interpret evidence in order to constructed reasoned explainations and ideas about the past. This course allows students to seriously study and have fun at the same time

**What will you learn about?**

Topics include:

1. History through film examples may include Brave Heart, Robin Hood
2. Ancient and medieval studies-Mad and cruel rulers such as; the Roman emperor, Caligula, Vlad the Impaler
| Industrial Technology / Engineering | **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 should promote the sequential development of skills reflect an increasing degree of student autonomy as they progress through the course.  
*There is a course cost associated with this subject.* |
| Industrial Technology – Metal | **Industrial Technology – Metal** is a course that involves students in a number of areas such as Sheet metal; Fitting and machining; Fabrication and Art metal work.  
Students will make a variety of practical jobs that occupy 70% of the time.  
Practical jobs may take several forms such as spanners; hacksaw; g-clamp; dustpans; cold chisel; punches; funnels; stools; magazine racks; tables, etc.  
Students in Year 10 will be able to construct a job of their own choice after completing a project.  
*There is a course cost associated with this subject.* |
| **Industrial Technology – Wood** | **Industrial Technology – Wood** is a course that consists for four semesters of cabinetwork and wood machinery with each semester consisting of basic skills and advanced skills relating to the use of power tools joint construction, project assembly and finishing.

The course is largely practical and students will be involved in construction jobs such as Footstools, Bread Bin, Tables, Cabinets, Ladders, Book Rack, Turned Bowl, Lamps, and Storage Box

*There is a course cost associated with this subject.* |
| --- | --- |
| **Journalism and Digital Media** | One year or two year course. The aim of this course is to develop student skills in literacy, graphics and digital media in a uniquely practical course that is not replicated in any other area. It uses skills from three different disciplines in a highly public and exciting format which focuses on highlighting display of the student’s work – digital images, posters, advertising, articles in print in the newsletter and local press, sound work and film- making and use of the Net. No other course combines these skills in the same way and also focuses on the continuous and public display of student works actively within the school and the local community.

The course aims to engage students actively in the life of the school and build networking and communicating confidence and expertise as well as practical production and working to deadline routines. It aims to allow for extension of talented students and to build the participation and confidence of all learners.

Students need this course because it allows a unique union of knowledge and skill development – development of digital photography and video skills, computer layout and graphic design and art making skills with oral and written literacy extension. It combines visual arts sensibilities with graphics and digital media skills and literacy in a highly practical and exciting program of work inside the school and extending into the local community.

This Visual Design course can be seen as an extension of the talents of a range of students and allows for advanced oral and written literacy extension, graphics and computer skills, self-motivated learning, real life learning and career insights. It also offers opportunity for literacy development and self esteem in practical camera, video and graphics skills and also in interviews skills and self-confidence.

In a program which includes the development of digital photography, posters, brochures, newsletters, newspaper articles, interviews, film,
taped interviews, computer layout and magazine production and promotion, students can also link to website, radio and television production. Developing literacy and technology skills focused on the activities and positive outcomes of school life will build confidence in the student and school pride for students and staff, as well as building the profile of the school in the local community. Display and celebration of student and school achievements is an essential and inspiring component of learning and student’s work will be continuously publicised and promoted.

**Marine and Aquaculture Technology**

Marine and Aquaculture Technology develops students’ capacity to design, produce, evaluate, use and mange marine and water-related environments in an environmentally sustainable way.

**What will students learn about?**

All students will learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment on aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organizations that use, manage and regulate the marine environment.

**What will students learn to do?**

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

*There is a course cost associated with this subject.*
| **Music** | **Music** is a practical course, which offers the students the opportunities to participate in a wide variety of music activities – playing an instrument, singing, participating in group activities.

Students will also experience a wide variety of music ranging from baroque to rock.

Students will also learn what enables music to be more than just noise. |
| --- | --- |
| **Physical Activity and Sport Studies** | This course provides for a detailed study of physical activity and movement. It is designed for students who have an interest in sport and issues related to health and fitness. Topics include:

* Anatomy and physiology of the body
* Principles of coaching and skill acquisition
* Recreational and leisure pursuits
* Fitness activities
* Competitive and non-competitive games.

Opportunities to obtain certification in first aid, coaching, snorkelling, archery and surf survival are available. This course has strong focus on physical activity and is designed so that students learn through movement.

**NOTE** – There is a kayaking camp in year 9 and a snorkelling/canoeing camp in year 10 (both may include surfing)

*There is a course cost associated with this subject.* |
| **Textiles Technology** | **Textiles and Design** is a practical hands on subject suited to anyone with an interest in developing their sewing skills further or has an interest in fashion and/or design work. The course develops according to the interest and needs of the students. |
Course Description
The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics; colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgement about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn to do?
By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

What will students learn about?
Student will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

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

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

There is a course cost associated with this subject, additional to individual projects.
The Visual Arts

The umbrella Visual Arts offers students the opportunity of specialising or taking broad view of the art and its role in society in a two-year course.

It is possible for students to nominate and specialise in –

- Visual Arts
- Ceramics
- Photography
- Cartooning
- Visual design

*All courses incur a charge, which is used for the consumables used in these practical courses.*

- Students may choose 3 Art Courses to study

<table>
<thead>
<tr>
<th>Visual Arts</th>
<th>A course for multimedia students who enjoy the variety of all the creative media of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Painting</td>
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<tr>
<td></td>
<td>• Drawing</td>
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<td></td>
<td>• Sculpture</td>
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<td></td>
<td>• Clay Work</td>
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<td></td>
<td>• Photography</td>
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<tr>
<td></td>
<td>• Print Making</td>
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<td></td>
<td>• Computerised Imagery</td>
</tr>
</tbody>
</table>

| Photography and Digital Media | A course that gives students the opportunity to experience all the aspects of a Visual Arts Course through the medium of the camera, the dark room and the assistance of the computer in creating a work of art. All aspects of painting, sculpture, printmaking and design are bought to life through the photography courses. |

| Ceramics | A course that uses clay as the basis of all aspects of the Visual Arts Course. Painting, drawing sculpture and printmaking will all be brought to life through the medium of clay. |
Visual Design Stage 5 is designed to enable students to gain an increasing accomplishment and independence in their representation of ideas in different fields of design and to understand and value how graphic, wearable, product, and interior/exterior design invite different interpretations and explanations.

**Making visual design artworks**

Students should consider the following visual design forms to assist them in making choices for this course.

<table>
<thead>
<tr>
<th>Print</th>
<th>Object</th>
<th>Space-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice in Visual Design could be investigated through artworks that explore:</td>
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</tr>
<tr>
<td>multimedia as a form of visual design</td>
<td>the body as a site for visual design, eg jewellery, wearables</td>
<td>the conventions of interactive visual design artworks</td>
</tr>
<tr>
<td>individual and group identity</td>
<td>iconic symbols</td>
<td>the creation of virtual worlds</td>
</tr>
<tr>
<td>the visual image in advertising</td>
<td>ceramic ware</td>
<td>the conventions of video/animation</td>
</tr>
<tr>
<td>the conventions and application of illustration/ cartooning typographic forms</td>
<td>habitat design</td>
<td>the use of sound and light to convey meaning</td>
</tr>
<tr>
<td>visual semiotics, eg text, font, lettering</td>
<td>fabric</td>
<td>the architectural considerations of interior and exterior spaces</td>
</tr>
<tr>
<td>the application of visual images in print, eg posters, post cards</td>
<td>theatrical applications of visual design</td>
<td>site specific installations and exhibitions</td>
</tr>
<tr>
<td>student-initiated forms of print design</td>
<td>containers as a site for visual design</td>
<td>the environment as a stimulus for visual design</td>
</tr>
<tr>
<td></td>
<td>student-initiated forms of object design</td>
<td>student-initiated forms of space-time design</td>
</tr>
</tbody>
</table>
| Visual Arts Cartooning | This course can be a one or two year option.  

The cartooning course is all hands-on with some research assignment work. Students doing this course must have a love for drawing and a good sense of humour. Areas covered in the course are; deviation of the human form, morphism and colour, politics and satire, children’s book illustration, logos and advertising, animation and story boards, major artwork and research assignment.

Students may opt, if capable, to do an extra year of Cartooning under a talented student program in Year 10 (Extension Studies), which would include some involvement with practicing cartoonists. |
| Work Education | Course Description  

Work Education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work including an awareness of work readiness and employer expectations, the roles and purpose of a range of sectors including education, training and employment organizations, and an appreciation of the role of lifelong learning in planning and managing pathways.

All students will undertake the mandatory topic Introduction to Workplace Safety to ensure an understanding of occupational health and safety issues.

In addition students will study selected Options that cater for specific needs and interests. The options cover areas such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning opportunities.

What will students learn to do?  

Students will learn to research a range of work related issues for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences for example, employers. Students will learn employability skills, which include communication skills, teamwork, ICTs and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. Student will learn to plan and manage their own pathways including the range of life transitions. |
Kempsey High School
Subject Selection Sheet Year 9
2013

Name: ……………………………………………………………

Circle your class  8H  8A  8L  8S  8C

1. You must make three (3) choices
   Aboriginal Studies
   Agriculture
   Childcare
   Commerce
   Computing Studies (IST)
   Dance
   Drama
   Extended Maths & Science
   Equine Studies
   Food Technology
   Graphics Technology
   Gooris in Business
   History Elective

Write your first 3 choices in these boxes

1. 

2. 

3. 

Industrial Technology- Engineering
Industrial Technology- Wood
Industrial Technology- Metal
Journalism and Digital Media
Marine and Aqua Technology
Music
Photography & Digital Media
Physical Activity and Sport Studies
Textiles Technology
Visual Arts
Visual Arts Ceramics
Visual Arts Cartooning & Animation
Visual Design

Reserve Choices

4. 

5. 

Please return this sheet on Wednesday 15th August to Mrs Kennedy’s office

Student Signature   Parent Signature   Date   

Choices Checked