



HENRY KENDALL HIGH SCHOOL

**YEARS 9 – 10
ELECTIVE COURSES**

2020 – 2021

**Parent Information Evening
Wednesday 7 August 2019**

As at August 2019

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CURRICULUM STRUCTURE

All students will study:

Mandatory Courses

ENGLISH

AUSTRALIAN GEOGRAPHY AND CIVICS

AUSTRALIAN HISTORY AND CIVICS

MATHEMATICS

There are three courses in Mathematics that are followed - 5.3, 5.2 and 5.1. On the basis of Year 8 performance the Mathematics Faculty will determine the course most suited to each student.

SCIENCE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

CAREERS (IN YEAR 10)

Elective Pattern 2020/2021

Students are required to complete 1 x 200 hour course and 2 x 100 hour courses by the end of 2020.

In 2020 we are offering the following **200 hour courses**

Course
Child Studies
Drama
Food Technology
French
Industrial Technology - Timber
Information & Software Technology
iStem
Music
Physical Activity Sport Studies
Visual Arts

Students need to rank their three top choices from this list. This course **MUST** be held for two years and cannot be changed due to the NESA requirements.

Students **MUST** choose one of the following **100 hour courses** that terminate at the conclusion of 2020.

Course
Agriculture
Child Studies
Commerce
Drama
Food Technology
French
History Elective
Hospitality (Yr 10 only)
Industrial Technology - Timber
iStem
Photographic and Digital Media
Physical Activity Sport Studies
Visual Arts

Students need to rank their three top choices from their list.

In Term 3 2020 students will elect to choose their second 100 hour course for completion in 2021. This course cannot be the same as their 200 hour choice.

Students have an opportunity to build upon their 100 hour course to a 2 year 200 hour qualification in the areas of Child Studies, Commerce, Drama, Food Technology, History Elective, Photographic and Digital Media and Visual Arts. The combination of topics will alternate between years to ensure there is no duplicity.

200 HOUR COURSES

COURSE: CHILD STUDIES

FACULTY: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Course Fees per year: \$30.00

Course Contact Person: Mr G Wright

COURSE DESCRIPTION:

Rationale

The Child Studies Course is designed to enhance students' knowledge and understanding of the skills required to positively influence the growth and development of children. Students explore the period of childhood from conception to 8 years.

They examine the diverse range of values and beliefs about childhood, the care and health of children and the changing nature of contemporary family life.

Students will also understand the value and importance of effective parenting, as well as the high levels of associated responsibilities.

The study of this course will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

What will Students Learn About?

Module options will include:-

- Preparing for Parenthood
- Conception to birth
- Newborn Care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood
- The diverse needs of children
- Childcare services and career opportunities

What will Students Learn to Do?

Students will gain and develop a range of skills through the theory component and practical experiences. We utilise the primary school environment where we engage in activities such as reading, craft and sport. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities and communication skills to utilise across a range of age groups. The approach is "hands-on" wherever possible requiring students to develop a range of practical skills.

Students will learn to use time management skills and to seek and utilise information from a variety of sources.

Career Relevance/Pathways/Transferable Skills

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision and child support roles and informal work opportunities such as childcare and education, nursing, social work and midwifery.

COURSE: DRAMA

FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$40.00

Course Contact Person: Mr J Walters

COURSE DESCRIPTION:

Rationale

Drama is a form of action in which human experience is portrayed and explored. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

Aim

The aim of this course is to provide the students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. In this course we develop and extend on the knowledge, skills and values of drama. Exploring the links between society, culture, practitioner and the styles and skills they employ.

Course Overview

The course is divided into three course objectives:
Making, Performing and Appreciating.

These objectives are explored in the following units:

Improvisation	Theatre Sports
Mime	Theatre Styles
Playbuilding	Shakespeare
Script work	Mask
Puppetry	Physical Theatre
Clowning	Video/Short film
Street theatre	Mono/Duologues
SFX Makeup	

Conclusion

Drama can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **DRAMA – 200 HOURS.**

COURSE: FOOD TECHNOLOGY

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$120.00 each year to cover the cost of consumables

Course Contact Person: Mrs C McTeigue / Mrs N Pratt / Mr G Peek / Mr B Allen

COURSE DESCRIPTION:

The aim of this course 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 with and decisions regarding food.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students studying the 200-hour course are required to complete 4-8 units of work. Students are required to cover all of the content in the core units:

Nutrition and consumption; and

Food preparation and processing.

Units of Work

content of a selected focus area and appropriate practical experiences. Focus areas provide a context through which the core will be studied. There are eight 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

During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Practical experiences extend beyond students preparing and presenting food for specific purposes. Practical experiences also involve a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new and emerging technologies, food sensory evaluations and the use of information and communication technologies (ICT).

Students also complete worksheets and other class activities as well as research assignments.

Requirements Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **FOOD TECHNOLOGY – 200 HOURS**.

COURSE: FRENCH
FACULTY: LANGUAGES

Course Fees per year: Nil

Course Contact Person: Mrs R Travica / Mr M Macdonald

COURSE DESCRIPTION

The ability to communicate in French provides incentives for travel and for more meaningful interactions with speakers of French, encouraging sociocultural understanding between Australia and francophone countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by French-speaking communities to Australian society and to the global community. The rich linguistic and cultural diversity of New South Wales, to which French-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of French in Kindergarten to Year 10 may be the basis for further study of one of the differentiated French syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

Students will engage with language in the following areas:

- Communicating – Interacting
- Communicating – Accessing and Responding
- Communicating – Composing
- Understanding – Systems of Language
- Understanding – The Role of Language and Culture

This course will appear on the **Record of School Achievement (RoSA)** as **FRENCH – 200 HOURS**.

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$120.00 per year to cover the cost of consumables

Course Contact Person: Mr G Peek / Miss C Reynen

COURSE DESCRIPTION:

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

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

Core Module : Timber 1

Specialised Module : Timber 2

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

Paper Towel Holder with Turned Spindle

Step Stool

Turned Timber Bowl

Mantle clock

Bedside Table

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

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing, and evaluating. Students also complete worksheets, written activities, drawing, project folio and research assignments.

Each focus area has a compulsory core module that leads to a specialised module with some focus areas having multiple specialised modules to choose from. The core module of each focus area develops understanding and skills through the design, production and evaluation of practical projects. Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent module(s) within the focus area.

Individual modules (core and specialised) provide specific content related to the focus areas which will be developed in the key areas of:

Occupational Health and Safety (OHS)

Materials, Tools and Techniques

Design

Links to Industry

Workplace Communication

Societal and Environmental Impact

Requirements

Exercise Book

Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **INDUSTRIAL TECHNOLOGY – TIMBER – 200 HOURS.**

COURSE: INFORMATION & SOFTWARE TECHNOLOGY
FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$20.00

Course Contact Person: Mrs K Hogan / Mr B Allen / Miss C Reynen

COURSE DESCRIPTION:

Participation in Information & Software Technology appeals to students through their attraction to concrete, contextualised activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information technology. They can develop interest in, enjoyment of and critical reflection about information technology as an integral part of modern society.

Students will:

- Develop knowledge and understanding about a range of software programs, hardware technologies and computer information systems.
- Apply problem-solving and critical thinking skills in order to design and develop creative information technology solutions for a variety of real-world problems.
- Develop responsible and ethical attitudes to the use of information technology.
- Develop a knowledge and understanding of the effects of current and emerging information technologies on society.
- Develop effective communication skills and collaborative work practices leading to information technology solutions for specific problems.

The content is divided into core content and optional content. The core content cannot be taught in isolation; it must be integrated in modules with optional content. Students must complete a minimum of four and a maximum of eight modules. At least four option areas must be studied and all the core content must be addressed.

Project Work

A project is an organised series of activities (over an extended period of time) to design and develop information and software solutions for an identified need or problem. A project should include a planned set of evaluation and assessment activities.

Core

Design, Produce and Evaluate, Data Handling, Hardware, Issues, Past, Current and Emerging Technologies, People, Software

Options

There are eight electives but the following six will be offered at this school:

Year 9

Robotics and Automated Systems
Database Design
Internet and Website Development

Year 10

Digital Media
Artificial Intelligence, Simulation and Modelling
Software Development and Programming

This course will appear on the **Record of School Achievement (RoSA)** as **INFORMATION & SOFTWARE TECHNOLOGY – 200 HOURS**.

COURSE: iSTEM

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$50.00

Course Contact Person: Miss C Reynen / Mr B Allen

COURSE DESCRIPTION:

The iSTEM course incorporates mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. It provides students with the curriculum to support current technologies including 3D printers, virtual reality, drones, robotics and a range of intelligent systems. iSTEM presents Science, Technology and Maths to students in a way that both enriches their understanding of these subjects and improves their ability to manage projects and work in teams. The course engages students in problem based learning and involves them in real 'on-the-job' situations.

iSTEM is either a 100 hour or 200-hour elective course endorsed by NESAS. It was created in the Hunter region by Regional Development Australia Hunter's ME program in collaboration with local industry and STEM teachers at Maitland Grossman High School. This program builds on skills learnt by students in their STEM subject in Year 8.

Aims

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

The students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The iSTEM course inspires and enables students to appreciate the role and potential of science, technology, engineering and mathematics in the world in which they live, and to learn from their journey of technological inquiry, the essence of evidence-based critical thinking.

One of the aims of the iSTEM course is to increase the awareness for students studying Physics, Chemistry, Engineering, Design and Technology, Computing and Mathematics subjects in Stage 6. This is to be achieved through an integrative technology and engineering course structure, which give practical relevance to scientific and mathematical concepts.

Secondary aims of the iSTEM course include

- Improve the level of technological and engineering literacy and understanding in the community.
- Prepare students to engage with engineering ideas and be knowledgeable about the way engineers and technologists work.
- Increase the number of students choosing science and engineering careers to address the shortage of science and engineering graduates,
- Increase students' awareness of careers in STEM areas including trades.

Course Structure

This School Developed Board Endorsed Course covers a number of modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and the Major Research Project. These specific modules are not reflected together in any Board Syllabus document.

There are five compulsory modules of which Module 1 is to be completed first as the knowledge and skills developed in this module are applied and enhanced in subsequent modules. Module 2 (50 hours) and Modules 3 and 4 (25-30 hours each) can be taught in any order, however, module 5 (40-50 hours) should be completed concurrently, with module(s) 3 and 4 totalling 50 hours. This is to maximise the use of resources and provide adequate time for students to complete quality work.

Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

100 Hours Module 1	Module 2	Module 3	100 Hours Module 4	Module 5	Module 6
Engineering Fundamentals 25 Hours	Aerodynamics 25 Hours	3D CAD/CAM 50 Hours	Motion 25 Hours	Mechatronics 25 Hours	Research Project 50

Year 9

Available only for Year 9, 2020

This course will appear on the **Record of School Achievement (RoSA)** as **iSTEM – 200 HOURS**.

COURSE: MUSIC

FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$40.00

Course Contact Person: Mr J Walters / Mrs M Gillard

COURSE DESCRIPTION

Rationale

If you have ever wanted to write and record your own music you will learn the skills and techniques to make it happen!

Music is designed for students who love to perform and to study all types of music.

Students develop skills in performance both individually and in groups.

Music provides opportunities to:

- Develop skills on an instrument of choice
- Compose, experiment, improvise, organise and arrange music
- Listen to a wide range of musical styles and discuss the concepts of Pitch, Duration, Tone Colour, Structure, Texture, Dynamics and Expressive Techniques.

The Elective Music course caters for all levels of experience. For those who have been learning outside of school these students will be given the opportunity to extend their abilities through solo and group performance. Those who have not had any previous playing experience are encouraged to enrol in the external tuition program that is currently running at the school. These students will have the opportunity to build their skills through peer mentoring and classroom performance.

The course is also offering external tuition for keyboard, voice, guitar and bass guitar. Students who wish to engage in this will be able to access specialist teaching either one-on-one or in small groups of 2-3. The tuition will run during school time and forms part of their study in Music Performance. There are extra fees attached to this opportunity and this will be addressed at the beginning of the year of study.

Students studying Music develop valuable skills in developing communication skills, problem solving, confidence in their public persona, collaborative planning and working with others along with nurturing personal creativity and self-expression.

This course will appear on the **Record of School Achievement (RoSA)** as **MUSIC – 200 HOURS**.

COURSE: PHYSICAL ACTIVITY & SPORTS STUDIES

FACULTY: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Course Fees per year: Activities will be organised as part of the course and paid for at the time of the activity

Course Contact Person: Mr G Wright

COURSE DESCRIPTION:

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

WHAT STUDENTS LEARN:

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity - Body systems and energy for physical activity, Physical activity for health, Physical fitness, Fundamentals of movement skill development, Nutrition and physical activity, Participating with safety

Physical Activity and Sport in Society - Australia's sporting identity, Lifestyle, leisure and recreation, Physical activity and sport for specific groups, Opportunities and pathways in physical activity and sport, Issues in physical activity and sport

Enhancing Participation and Performance - Promoting active lifestyles, Coaching, Enhancing performance – strategies and techniques, Technology, participation and performance, Event management

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

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

Assessment will be based on 60% Practical and 40% Theory

This course will appear on the **Record of School Achievement (RoSA)** as **PHYSICAL ACTIVITY & SPORTS STUDIES – 200 HOURS.**

COURSE: VISUAL ARTS

FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$50.00

Course Contact Person: Mr J Walters / Ms D Keft / Mrs G Lucca

COURSE DESCRIPTION:

Rationale

Visual Arts provides learning opportunities designed to encourage students to understand Art, including the different kinds of creative works they, and others, make.

Aim

The aim of the 200-hour course is to enable students to develop and enjoy practical and conceptual understanding; to develop their ability to represent ideas in the visual arts and to understand and value the different beliefs that affect meaning and significance.

Course Overview

The course is divided into objectives:
Making artworks and critically and historically interpreting art.

These objectives are explored in the following ways:

- Conceptual exploration to understand the relationship between artists, artworks, the world and audiences.
- Through the subjective, structural, cultural and post-modern frames which provide a focus for different investigations of art practice.
- The making of 2D Forms including: *drawing*, painting, printmaking, collage, etc.
- 3D Forms including: sculpture and assemblage.
- Experience of different approaches to various mediums and materials; eg pencil, charcoal, ink, paint, impasto, pastels, lino, carving tools, etc.

Units covered currently include:

- Small Nature – Pack the Package, Suburbia
- Dream Imagery – Natural Environment
- A Body of Works (student selects theme, frames of approach, media and techniques).

Conclusion

Art can be a source of learning, an exploration and expression of ones' self, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **VISUAL ARTS – 200 HOURS**.

100 HOUR COURSES

COURSE: AGRICULTURE

FACULTY: SCIENCE

Course Fees per year: \$30.00

Course Contact Person: Miss A Greenwood

COURSE DESCRIPTION:

The Agriculture course in Year 9 has four (4) major focus areas.

These areas are:

Year 9

Vegetable production

Poultry for eggs

Beekeeping

Nursery production

Other areas will be included as opportunities present themselves. These include climatic studies, disease and prevention, soil studies, hydroponics, aquaculture and vermiculture.

The course is a combination of theory and practical (hands-on) components and focuses on development of production and marketing skills.

Students should be prepared to work outdoors and be able to demonstrate responsible, self-motivated behaviour in groups and individually.

Assessments include practical and written work.

This course will appear on the **Record of School Achievement (RoSA)** as **AGRICULTURE – 100 HOURS**.

COURSE: CHILD STUDIES

FACULTY: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Course Fees per year: \$30.00

Course Contact Person: Mr G Wright

COURSE DESCRIPTION:

Rationale

The Child Studies Course is designed to enhance students' knowledge and understanding of the skills required to positively influence the growth and development of children. Students explore the period of childhood from conception to 8 years.

They examine the diverse range of values and beliefs about childhood, the care and health of children and the changing nature of contemporary family life.

Students will also understand the value and importance of effective parenting, as well as the high levels of associated responsibilities.

The study of this course will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

What will Students Learn About?

Module options will include:-

- Preparing for Parenthood
- Conception to birth
- Newborn Care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Media and technology in childhood
- The diverse needs of children
- Childcare services and career opportunities

What will Students Learn to Do?

Students will gain and develop a range of skills through the theory component and practical experiences.

We utilise the primary school environment where we engage in activities such as reading, craft and sport. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities and communication skills to utilise across a range of age groups. The approach is "hands-on" wherever possible requiring students to develop a range of practical skills.

Students will learn to use time management skills and to seek and utilise information from a variety of sources.

Career Relevance/Pathways/Transferable Skills

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision and child support roles and informal work opportunities such as childcare and education, nursing, social work and midwifery.

COURSE: COMMERCE

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

Course Fees per year: Nil

Course Contact Person: Mrs J Kostalas / Mr M Macdonald

COURSE DESCRIPTION:

Students will be studying either Course A or B depending on the yearly cyclic change-over of 100 hour courses.

Commerce Course A

Core:

Consumer choice

Personal finance

Options (studied in addition to core):

Promoting and selling

Running a business

E Commerce

Commerce will assist students in understanding consumer choice, decision making and consumer protection; make informed decisions in the use and management of money; analyse strategies used by sellers to promote products and students research commercial and legal information through the use of the internet.

A feature of Commerce will be small businesses where students work in small groups to set up a business through the Commerce markets in third term – (planning, manufacturing, marketing and selling their product).

Commerce Course B

Core:

Law and Society

Employment issues

Options (studied in addition to core):

Law in action

Political involvement

Towards independence

Commerce will assist in providing students with knowledge and understanding of the nature and role of law; structure of government, decision making and the election process; the workplace employment relations, taxation and superannuation; as well as problem solving and decision making skills to assist them when they leave home.

Commerce may be an introduction to the Mock Trial competition and the court system. Excursions to Gosford Court House and Parliament House in Sydney are also planned.

Commerce is a valuable experience in helping students to become more aware as citizens. It helps with workplace employment and gives them a good basis for future HSC studies in courses such as Business Administration Services, Business Studies, Economics, Retail Operations and Legal Studies.

This course will appear on the **Record of School Achievement (RoSA)** as **COMMERCE – 100 HOURS**.

COURSE: DRAMA

FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$40.00

Course Contact Person: Mr J Walters

COURSE DESCRIPTION:

Rationale

Drama is a form of action in which human experience is portrayed and explored. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

Aim

The aim of this course is to provide the students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. In this course we develop and extend on the knowledge, skills and values of drama. Exploring the links between society, culture, practitioner and the styles and skills they employ.

Course Overview

The course is divided into three course objectives:
Making, Performing and Appreciating.

These objectives are explored in the following units:

Improvisation	Theatre Sports
Mime	Theatre Styles
Playbuilding	Shakespeare
Script work	Mask
Puppetry	Physical Theatre
Clowning	Video/Short film
Street theatre	Mono/Duologues
SFX Makeup	

Conclusion

Drama can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **DRAMA – 100 HOURS.**

COURSE: FOOD TECHNOLOGY

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$120.00 each year to cover the cost of consumables

Course Contact Person: Mrs C McTeigue / Mrs N Pratt / Mr B Allen / Mr G Peek

COURSE DESCRIPTION:

The aim of this course 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 with and decisions regarding food.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students studying the 100-hour course are required to complete 2-4 units of work. Students are required to cover all of the content in the core units:

Nutrition and consumption; and
Food preparation and processing.

Units of Work

For each unit of work, relevant content will be selected from the core and integrated with all of the content of a selected focus area and appropriate practical experiences. Focus areas provide a context through which the core will be studied. There are eight 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

During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Practical experiences extend beyond students preparing and presenting food for specific purposes. Practical experiences also involve a broad range of activities such as food styling and photography, consumer surveys, market research, investigation of new and emerging technologies, food sensory evaluations and the use of information and communication technologies (ICT).

Students also complete worksheets and other class activities as well as research assignments.

Requirements Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **FOOD TECHNOLOGY – 100 HOURS**.

COURSE: FRENCH
FACULTY: LANGUAGES

Course Fees per year: Nil

Course Contact Person: Mrs R Travica / Mr M Macdonald

COURSE DESCRIPTION

The ability to communicate in French provides incentives for travel and for more meaningful interactions with speakers of French, encouraging sociocultural understanding between Australia and francophone countries, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by French-speaking communities to Australian society and to the global community. The rich linguistic and cultural diversity of New South Wales, to which French-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

The study of French in Kindergarten to Year 10 may be the basis for further study of one of the differentiated French syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.

Students will engage with language in the following areas:

- Communicating – Interacting
- Communicating – Accessing and Responding
- Communicating – Composing
- Understanding – Systems of Language
- Understanding – The Role of Language and Culture

This course will appear on the **Record of School Achievement (RoSA)** as **FRENCH – 100 HOURS**.

COURSE: HISTORY ELECTIVE

FACULTY: HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)

Course Fees per year: Nil

Course Contact Person: Mr M Macdonald

COURSE DESCRIPTION:

“History is a necessity. Individuals, communities, societies could scarcely exist if all the knowledge of the past was wiped out. As memory is to the individual, so history is to the community or society. Without memory, individuals find great difficulty in relating to others, in finding their bearings, in making intelligent decisions - they have lost their sense of identity.”

History is the study of humankind. By examining the problems and ideas of ages past we can attempt to understand why men and women made certain decisions and how these decisions have shaped the world in which we live.

History equips an individual with the ability to examine critically the pros and cons of certain events and statements. It furnishes students with a liberal education and provides them with a sense of the past, continuity and tradition, an understanding of change, and a perspective on personal culture. History is an interesting and vibrant course that provides an understanding of the world in which we live.

Principal Focus

Aspects of world history, including the contribution of past societies to our understanding of the present.

History Elective Stages 4 and 5

- 100 hours: ONE topic from each of Topics 1, 2 and 3 and at least TWO other choices from any Topic

Areas of Study

Topic 1 – Constructing History

- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- History and the Media
- Local History
- Museum and/or Archives Studies
- Oral History
- Historical Reconstructions
- A history website/CD-ROM

Topic 2 – Ancient, Medieval and Early Modern Societies

- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th century study
- A 20th century study

Topic 3 – Thematic Studies

- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- Crime and Punishment
- Music through History
- Slavery
- Terrorism
- Women in History
- School-developed study

This course will appear on the **Record of School Achievement (RoSA)** as **ELECTIVE HISTORY – 100 HOURS.**



VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or 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 HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

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 to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

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

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.



Course: Hospitality (Stage 5 - 100 indicative hours)		Board Endorsed Course Number: 89486	
The SIT10216 Certificate I in Hospitality is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the SIT Tourism, Travel and Hospitality Training Package (Release 1) (http://training.gov.au). You will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA.			
SIT10216 Certificate I in Hospitality			
3 Core BSBWOR203 Work effectively with others SITXCCS001 Provide customer information and assistance SITXWHS001 Participate in safe work practices		3 Electives SITXFSA001 Use hygienic practices for food safety Group A TLIE1005 Carry out basic workplace calculations Group B SITHCCC003 Prepare and present sandwiches Group B Additional unit of competency delivered to meet RoSA/NESA requirements SITHFAB005 Prepare and serve espresso coffee -Elective	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted			
Pathways to Industry Skills gained in this course transfer to a variety of hospitality occupations in the following settings:			
<ul style="list-style-type: none"> • restaurants • hotels 		<ul style="list-style-type: none"> • catering operations • clubs 	
Examples of occupations in the Hospitality Industry			
<ul style="list-style-type: none"> ▪ food runner ▪ café attendant ▪ catering assistant 		<ul style="list-style-type: none"> ▪ barista ▪ wait person 	
Mandatory course requirements to attain a RoSA credential in this course It is strongly recommended that project and work based learning opportunities be used as a teaching and learning strategy throughout the course. This could include group project work, individual research or other activities that meet the learning needs of students. There is a range of careers, enterprise and work education programs currently operating in schools that may be linked to this course.			
Admission Requirements To enrol in SIT10216 Certificate I in Hospitality , students should be interested in working in a Hospitality environment, preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held equipment. Students may be required to participate in out of school hour events and functions. There will be homework, research activities and assignments. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.			
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 that 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 qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
Complaints and Appeals: Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
Course consumables: \$130 Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
Exclusions: N/A			

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$120.00 per year to cover the cost of consumables

Course Contact Person: Mr G Peek / Miss C Reynen

COURSE DESCRIPTION:

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

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

Core Module: Timber 1

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

- Paper towel holder with turned spindle
- Step stool
- Turned timber bowl

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

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing, and evaluating. Students also complete worksheets, written activities, drawing, project folio and research assignments.

Each focus area has a compulsory core module that leads to a specialised module with some focus areas having multiple specialised modules to choose from. The core module of each focus area develops understanding and skills through the design, production and evaluation of practical projects. Modules are structured in a sequential manner, with the knowledge and skills developed in one module applied and enhanced through subsequent module(s) within the focus area.

Individual modules (core and specialised) provide specific content related to the focus areas which will be developed in the key areas of:

- Occupational Health and Safety (OHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact

Requirements Exercise Book
 Fully enclosed leather shoes

This course will appear on the **Record of School Achievement (RoSA)** as **INDUSTRIAL TECHNOLOGY – TIMBER – 100 HOURS**

COURSE: iSTEM

FACULTY: TECHNOLOGICAL & APPLIED STUDIES (TAS)

Course Fees per year: \$50.00

Course Contact Person: Miss C Reynen / Mr B Allen

COURSE DESCRIPTION:

The iSTEM course incorporates mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. It provides students with the curriculum to support current technologies including 3D printers, virtual reality, drones, robotics and a range of intelligent systems. iSTEM presents Science, Technology and Maths to students in a way that both enriches their understanding of these subjects and improves their ability to manage projects and work in teams. The course engages students in problem based learning and involves them in real 'on-the-job' situations.

iSTEM is either a 100 hour or 200-hour elective course endorsed by NESAS. It was created in the Hunter region by Regional Development Australia Hunter's ME program in collaboration with local industry and STEM teachers at Maitland Grossman High School. This program builds on skills learnt by students in their STEM subject in Year 8.

Aims

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

The students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

The iSTEM course inspires and enables students to appreciate the role and potential of science, technology, engineering and mathematics in the world in which they live, and to learn from their journey of technological inquiry, the essence of evidence-based critical thinking.

One of the aims of the iSTEM course is to increase the awareness for students studying Physics, Chemistry, Engineering, Design and Technology, Computing and Mathematics subjects in Stage 6. This is to be achieved through an integrative technology and engineering course structure, which give practical relevance to scientific and mathematical concepts.

Secondary aims of the iSTEM course include

- Improve the level of technological and engineering literacy and understanding in the community.
- Prepare students to engage with engineering ideas and be knowledgeable about the way engineers and technologists work.
- Increase the number of students choosing science and engineering careers to address the shortage of science and engineering graduates,
- Increase students' awareness of careers in STEM areas including trades.

Course Structure

This School Developed Board Endorsed Course covers a number of modules in the fields of technology and engineering, they include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and the Major Research Project. These specific modules are not reflected together in any Board Syllabus document.

There are five compulsory modules of which Module 1 is to be completed first as the knowledge and skills developed in this module are applied and enhanced in subsequent modules. Module 2 (50 hours) and Modules 3 and 4 (25-30 hours each) can be taught in any order, however, module 5 (40-50 hours) should be completed concurrently, with module(s) 3 and 4 totalling 50 hours. This is to maximise the use of resources and provide adequate time for students to complete quality work.

Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

100 Hours

Module 1	Module 2	Module 3
Engineering Fundamentals 25 Hours	Aerodynamics 25 Hours	3D CAD/CAM 50 Hours

Year 9

Available only for Year 9, 2020

This course will appear on the **Record of School Achievement (RoSA)** as **iSTEM – 100 HOURS**.

COURSE: PHOTOGRAPHIC & DIGITAL MEDIA
FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$55.00

Course Contact Person: Mr J Walters / Ms D Keft

COURSE DESCRIPTION:

Rationale

Photographic & Digital Media provides students with the opportunities to explore still and moving processes involved in traditional and contemporary approaches to photography and animation.

Aim

The aim of this course is to enable students to develop and enjoy practical and conceptual understanding of still and moving images. In this course students study camera handling techniques, lighting effects, darkroom processes, digital manipulation and video post-production techniques.

Course Overview

The course is divided into Making and Interpretation (Historical/Critical).

Making:

- Camera handling involves understanding film types, film speed, focusing, aperture and shutters speed co-ordination. Copy stand, vertical and horizontal tripod work will be essential to specific photographic works. Interchangeable lenses and filters will also be used.
- Darkroom processes include enlarger usage, chemical mixing, developing films and papers. Darkroom manipulations include traditional printing techniques as well as special effects.
- Alternative photography includes non-darkroom processes such as cyanotypes and Argyrotype.
- Non camera techniques include pinhole photography and zoetrope making and manipulation.
- Digital photography includes still images and images intended for stop motion. Adobe Photoshop and Stop Motion Pro will be extensively used in this area.
- Video will include usage of mini digital video camera, Adobe Premier Elements and sound and voice recording.
- Animation work will involve pin screen, cut out, motion origami, found objects, sand, painted, puppet and computer animation.
- Lighting will include day light, candle light, studio lights and strobe lighting.

Interpretation (Historical and Critical):

Students' knowledge, understanding and skills will be informed by their study of practice, the conceptual framework and the frames.

- Practice is about what photographers, videographers, computer/digital artists, filmmakers and performance artists know and do, how they know it, where they do it, with whom, and for whom they do it and why they do it.
- The Conceptual Framework comprises four agencies or functions: artist, artwork, world and audience.
- The frames are subjective, cultural, structural and postmodern.

Conclusion

Photographic & Digital Media can be a source of learning, exploration and expression, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **PHOTOGRAPHIC & DIGITAL MEDIA – 100 HOURS.**

COURSE: PHYSICAL ACTIVITY & SPORTS STUDIES

FACULTY: PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Course Fees per year: Activities will be organised as part of the course and paid for at the time of the activity

Course Contact Person: Mr G Wright

COURSE DESCRIPTION:

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.

WHAT STUDENTS LEARN:

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity - Body systems and energy for physical activity, Physical activity for health, Physical fitness, Fundamentals of movement skill development, Nutrition and physical activity, Participating with safety

Physical Activity and Sport in Society - Australia's sporting identity, Lifestyle, leisure and recreation, Physical activity and sport for specific groups, Opportunities and pathways in physical activity and sport, Issues in physical activity and sport

Enhancing Participation and Performance - Promoting active lifestyles, Coaching, Enhancing performance – strategies and techniques, Technology, participation and performance, Event management

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

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

Assessment will be based on 60% Practical and 40% Theory

This course will appear on the **Record of School Achievement (RoSA)** as **PHYSICAL ACTIVITY & SPORTS STUDIES – 100 HOURS**

COURSE: VISUAL ARTS

FACULTY: CREATIVE & PERFORMING ARTS (CAPA)

Course Fees per year: \$50.00

Course Contact Person: Ms D Keft

COURSE DESCRIPTION:

Rationale

Visual Arts provides learning opportunities designed to encourage students to understand Art, including the different kinds of creative works they, and others, make.

Aim

The aim of the 100-hour course is to enable students to develop and enjoy practical and conceptual understanding; to develop their ability to represent ideas in the visual arts and to understand and value the different beliefs that affect meaning and significance.

Course Overview

The course is divided into objectives:
Making artworks and critically and historically interpreting art.

These objectives are explored in the following ways:

- Conceptual exploration to understand the relationship between artists, artworks, the world and audiences.
- Through the subjective, structural, cultural and post-modern frames which provide a focus for different investigations of art practice.
- The making of 2D Forms including: *drawing*, painting, printmaking, collage, etc.
- 3D Forms including: sculpture and assemblage.
- Experience of different approaches to various mediums and materials; eg pencil, charcoal, ink, paint, impasto, pastels, lino, carving tools, etc.

Units covered currently include:

- Small Nature – Pack the Package, Suburbia
- Dream Imagery – Natural Environment
- A Body of Works (student selects theme, frames of approach, media and techniques).

Conclusion

Art can be a source of learning, an exploration and expression of ones' self, an abiding interest, a career or an outlet for creative energies.

This course will appear on the **Record of School Achievement (RoSA)** as **VISUAL ARTS – 100 HOURS**.