



# ELECTIVE SUBJECT SELECTION GUIDE

*An information package for Year 8 students*

**YEAR 9 – 2025**  
**YEAR 10 – 2026**

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# Introduction

## A Message From Our Principal

Within this handbook, you will discover the array of courses available to Year 9 students in 2025 and Year 10 students in 2026.

As you peruse this guide, bear in mind the following key points:

All students initially embark on a well-rounded 'general education' journey. However, as they progress through high school, they are encouraged to select courses aligned with their individual interests and future career aspirations.

The majority of courses listed in this handbook were offered in the previous year. Nonetheless, courses with insufficient enrolment may not run. Moreover, we strive to adapt to evolving student interests and needs by introducing new courses. If these new offerings garner adequate interest, they have the potential to influence the course selection landscape.

It is imperative for students to deliberate thoughtfully before finalising their course selections. Changes might be challenging given that timetables and class capacities are typically organised based on initial student preferences. Any subsequent alterations or new enrolments must align with the existing timetable and available slots.

In rare instances where particular choices cannot be accommodated within the timetable, affected students will undergo an interview process to explore alternative course options.



Mr Brian Drewe  
Principal

# Important Information

This booklet contains information on all the courses available to Year 9 students in 2025 and Year 10 in 2026.

## General Information

Not all courses are available annually; the course offerings are based on student preferences and the resources at hand. To meet NESA and Record of Student Achievement (RoSA) requirements, students need to select a combination of subjects. It is essential for students to fulfill NESA prerequisites before obtaining a RoSA or Higher School Certificate.

The mandatory subjects and elective courses at Scone High School are designed to ensure that each junior student selects a complete study program leading to a RoSA upon successful completion.

Students joining later in the academic year should consult their Year Advisor or the Principal to inquire about the current course offerings and available placements before finalising their study plan.

## Staff Advice

- Teachers and Head Teachers of subject areas can provide advice on courses and their requirements and can advise on availability of positions in a course.
- The Careers Advisor can assist in making sure that students are fulfilling NESA requirements and can discuss matching courses with careers.
- Counsellors can help with personal problems and adjustment to school.

## Assessment

Teachers regularly evaluate their students progress to monitor individual performance and adjust teaching methods when needed.

Students are expected to complete all assigned tasks and should anticipate various assessment methods, including tests, fieldwork, assignments, book work, projects, oral presentations, performances, and formal exams. Some courses include Yearly Examinations. The outcomes of these exams contribute to the overall evaluation.

## Costs And Expenses

Students are asked to pay the Voluntary School Contribution, which includes expenses for student amenities, equipment, photocopying, and textbooks. These costs are separate from the fees listed in the handbook.

Certain courses may only be offered with an additional course fee to cover consumables and resources. Students opting for such courses must pay the fee promptly. If facing financial

difficulties, arrangements can be made for extended payments by contacting the Administration Office.

For students joining a course after the school year has commenced, course fees will be calculated based on the remaining weeks. Refunds follow the same method if a student withdraws or switches courses before completion.

## **Classes And Timetables**

The school utilises a sophisticated timetabling system that provides students with personalised timetables at the beginning of each academic year or when adjustments are required. Students are required to adhere to the classes outlined in their timetables.

In case a student receives a timetable they consider inaccurate, they should consult the Administration Office to request a review and potential revision of their timetable.

## **All My Own Work**

Students are urged to seek assistance from peers, libraries, databases, the internet, parents, and community members, which is seen as a crucial aspect of the learning process. However, it is imperative for students to understand that using someone else's work without giving credit is considered plagiarism and dishonesty.

Those caught plagiarising may have their task marks partially or fully revoked and could face disciplinary measures. Unauthorised use of artificial intelligence (AI) technologies, also known as collusion, will lead to the cancellation of some or all task marks and potential disciplinary actions.

To properly acknowledge others' work, it is standard practice to use quotation marks "..." and ensure their name and information source are included in a bibliography. Teachers view this as good academic practice and award better grades for it.

It's important to remember that most published materials like books, music and artworks are copyrighted. You can use them in school assignments with attribution but consult your teacher before publishing them in a school newsletter or magazine.

NESA (New South Wales Education Standards Authority) recognises the significance of acknowledging others' work correctly. They have introduced a mandatory online module called 'All My Own Work', which all students must complete before undertaking Stage 6 studies.

**Failure to complete 'All My Own Work' will result in ineligibility for receiving the Higher School Certificate.**

## Types Of Courses Available

The compulsory subjects for students in Stage 5 are:

- English
- Mathematics
- Science
- Geography
- History
- PDHPE

Students will study three elective courses for the whole of Year 9. These three elective courses will follow through into Year 10. Students should pay careful attention to Pre-requisites, as some courses allow students to study in the same area more than once, others do not.

## Key Codes

**NESA Developed** - A course developed by NESA.

**NESA Endorsed** - A course developed by the school and accredited/endorsed by NESA.

**School Developed** - Junior (7-10) Courses that students choose in addition to the Board developed courses. These courses are included in school reports and certificates of attainment.

## ROSA Key Facts

### Who will get it?

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a ROSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a ROSA.

### When will they get it?

A ROSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

### What will it show?

A ROSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

### Why give grades?

Grading is a way of showing a students level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

### **How will students get grades?**

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies NSW for inclusion on the RoSA if required.

### **How can we be sure that grades are awarded consistently?**

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies NSW will support that further by providing workshops and online resources, including student work samples.

### **Why offer literacy/numeracy tests?**

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC. The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area or form the basis of further discussion about whether a student is ready to leave school.

Students also are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.





# MANDATORY COURSES

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Based on performance in Year 8 students are allocated to one class in each of the following courses:

- English
- Geography
- History
- Mathematics
- PDHPE
- Science

# ENGLISH

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## KLA: ENGLISH

### Course Description

English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, reflected upon and interpreted.

In Year 9 students build upon the Stage 4 outcomes and work towards achieving the Stage 5 syllabus outcomes. This course develops skills to enable students to experiment with ideas and expression, to become active, independent learners, to work with each other and to reflect on their learning.

### Career Options

- Journalism and Media
- Publishing
- Creative Writing
- Professional Writing and Editing
- Advertising and Marketing
- Government and Public Service
- Private Tutor
- Content Manager
- Communications Director

### Course Cost

Nil

# GEOGRAPHY

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## KLA: HSIE

### Course Description

Students will have the opportunity to study & complete the Stage 5 Geography course; the four topics examined are:

**BIOMES** - Study the physical characteristics & productivity of different ecosystems. They examine the correlation between climatic zones, biome distribution & agricultural capacity. The impact of human activities on biomes & future food supply are explored.

**CHANGING PLACES** - Students analyse population movements & urbanization. They discuss reasons for migration patterns, consequences of population concentration & strategies for creating liveable urban areas. They explore human-induced environmental change & different approaches to its management.

**ENVIRONMENTAL CHANGE & MANAGEMENT** - They investigate causes & consequences of environmental change in Australia & another country. They compare management responses & propose ways individuals can contribute to environmental sustainability.

**HUMAN WELLBEING** - Explores differences in human development & wellbeing within & between countries. Students measure & explain spatial variations, examine issues affecting development & wellbeing & analyse initiatives to improve human welfare locally, nationally & globally.

### Career Options

- Tourism
- Surveyor
- Travel Agent
- Environmentalist
- Urban Planner
- Landscape Architect

### Course Cost

Nil

# HISTORY

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## **KLA: HSIE**

### **Course Description**

Students study the Stage 5 History course. The four topics examined are:

**MOVEMENT OF PEOPLE** - Explore the influence of the Industrial Revolution on global migration (including transatlantic slave trade & convict transportation), the experiences of slaves, convicts, & free settlers (departure, journey, & arrival) focusing on the Australian experience.

**AUSTRALIANS AT WAR** - Learn about the causes of WW1 & WW2, enlistment reasons, & Australian battle locations. Examine the nature of warfare, significant events & experiences of Australians at war. Explore impact of wars on Australia & the significance of the ANZAC legend.

**THE HOLOCAUST** - Explores rise of Nazism, issue of antisemitism & the origins of the Holocaust. Students examine in depth 3 phases of the Holocaust & the profound impact this event had on victims, survivors, families, & the wider world.

**CHANGING RIGHTS** - Learn about Universal Declaration of Human Rights', Australia's involvement in the UN, & the struggle for Aboriginal & Torres Strait Islander rights. Examine important events like 1938 Day of Mourning, the Stolen Generations, & influence of the US civil rights movement on Australia. Also explore key milestones in the Aboriginal & Torres Strait Islander civil rights movement e.g. the 1967 referendum, Wave Hill Walkoff, Redfern Address & Mabo decision. Examine methods used by activists & ongoing efforts for rights & freedoms in Australia.

### **Career Options**

- Education
- Law
- Social Work
- Business
- Journalism

### **Course Cost**

Nil

# MATHEMATICS

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## **KLA: STEM**

### **Course Description**

Mathematics in Stage 5 enables students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. Students will develop an increasingly sophisticated understanding of mathematical concepts and a fluency with processes that helps them to interpret and solve problems.

Students make connections within mathematical and connect with mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

The Stage 5 course is structured with a Core-Paths system to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5.

The Head Teacher of Mathematics will place students in the Path that best suits their ability.

### **Career Options**

- Engineering and Design
- Building and Construction
- Health Industry Sector
- Finance and Accounting
- Research and Development
- Hospitality and Tourism

### **Course Cost**

Nil

# PDHPE

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## KLA: TAS

### Course Description

The PDHPE Course promotes the value of participation in regular physical activity to enhance student health and wellbeing, as well as providing them with learning experiences that will allow students to apply decision-making processes to real life situations, enabling them to be productive members of their community.

### Career Options

- Personal Trainer
- Professional Athlete
- Sports Coach
- Nutritionist
- Physiotherapist
- Physical Education
- Ambulance Officer
- Youth Counsellor
- Massage Therapist
- Sports Journalist
- Fitness Instructor
- Nurse
- Sports Psychologist

### Course Cost

Nil

# SCIENCE

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## **KLA: STEM**

### **Course Description**

Science provides a distinctive view and way of thinking about the world. This Stage 5 course develops scientific understanding, knowledge and skills. Students study broad areas of Science to develop positive values and attitudes.

Students apply their understanding to everyday life and develop an appreciation of Science as a human activity.

### **Career Options**

- Scientist
- Engineer
- Nurse
- Food Scientist
- Research Assistant
- Marine Biologist
- Investigator
- Science Journalist
- Doctor
- Vet or Vet Nurse
- Teacher
- Chemist
- Laboratory Assistant

### **Course Cost**

Nil





# ELECTIVES

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School will be able to select three electives from the following subjects:

- Aboriginal Studies
- Agricultural Technology
- BALLERS
- Commerce
- Critical Thinking
- Design and Technology
- Drama
- Food Technology
- History Elective
- Industrial Technology Timber
- Music
- Performing Arts
- Physical Activity and Sports Studies
- Visual Arts

# ABORIGINAL STUDIES

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## KLA: STEM

### Course Description

In Aboriginal studies students will develop an appreciation of Aboriginal identity and experiences, which acknowledges and addresses racism existing in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of Aboriginal Peoples' identities and cultures, and of their roles locally, regionally, nationally and internationally. They also develop knowledge about historical and contemporary issues affecting Aboriginal and Torres Strait Islander communities.

Australia has two Indigenous Peoples; Aboriginal Peoples and Torres Strait Islander Peoples. Aboriginal Peoples are the caretakers of the oldest continuous cultures in the world and are represented by more than 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.

### Career Options

- Arts and recreation services
- Education and Training
- Health Care and Social Assistance
- Information Media and Telecommunications
- Public Administration and Safety

### Course Cost

Nil

# AGRICULTURAL TECHNOLOGY

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## KLA: STEM

### Course Description

Agriculture is aimed at developing individual students by involving them in the practices of raising plants and animals. Skills to be developed include the ability to research, design, collect and organise information, work in a team, plan and organise activities, manage small enterprises, market products, solve problems, innovate, carry out scientific experimentation and communicate. By observation, discussion, reporting and study, students should come to understand many of the principles of plant and animal production.

This is a course designed for pupils who are interested in the types of plants and animals grown on farms. You do not have to live on a farm to have this interest.

The school has developed outstanding facilities for teaching agriculture. Resources include:

- Angus Stud Cattle (heifers, cows and bulls)
- Equipment needed to prepare and show cattle
- Sheep – breeding stock
- Laying hens
- Tractors and associated farm machinery
- 3 ha irrigated pasture area
- 4 ha dryland pastures
- 1 ha vegetable production area

All the necessary equipment is available to carry out the management operations associated with these resources.

You will learn how people fit into the balance of nature, and how people use technology to improve production. You will not be an expert farmer at the end of Year 10. You will have a lot of useful information and skills should you decide to take up a rural vocation.

NOTE: Students and their guardians will need to sign a contract to participate in this course. The contract addresses animal welfare issues, and workplace health and safety. Breaching the contract will result in removal from the course.

### Career Options

- Agriculture
- Forestry and Fishing
- Electricity, Gas, Water and Waste Services
- Professional, Scientific and Technical Services

### Course Cost

Nil

# BALLERS

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**KLA: NIL**

## **Course Description**

Better Ambassadors. Leading Learners. Exceptional Role Models.

This course runs as a leadership project initiated by Scone High School. Students selected in 2024 for the 2025 BALLERS cohort will be enrolled in this course as a part of their studies. This course is a school-developed elective and will not appear on the RoSA.

The course will work from 4 main cornerstones, outlined below.

1. Life Goals and Structure
2. Leadership Strategies & Models
3. Event Management & Community Engagement
4. Coaching and Officiating

BALLERS will enable students to create lifelong strategies that will assist them regardless of the path that they choose. Structured events across the calendar year will assist the boys in becoming confident public speakers, community leaders and individuals who possess a clear direction and ethos.

## **Career Options**

- Coach
- Mentor
- Teacher
- Administrator
- Communications
- Event Management
- Business

## **Course Cost**

Nil

# COMMERCE

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## KLA: HSIE

### Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial processes and equips them for making informed and responsible decisions on personal finance and investment.

The content is organised into essential and additional content and information is provided on structuring the content. The core and options may be studied in any order or pattern.

Part 1: (40 Indicative hours)

1.1 Consumer and Financial Decisions

1.2 The Economic and Business Environment

Part 2: (40 Indicative hours)

2.1 Employment and Work Futures

2.2 Law, Society and Political Involvement

Options: (15-20 indicative hours each)

Note the options may be studied in any order or pattern:

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

The Commerce Syllabus also has a major focus on information and communication technology (ICT).

The Commerce course provides a solid basis for senior HSIE subjects like Business Studies, Legal Studies and Work Studies.

### Career Options

- Accounting
- Financial Economics
- Audit
- Investment Banker

### Course Cost

Nil

# CRITICAL THINKING

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## KLA: ENGLISH

### Course Description

This course will run as an HPGE initiative in 2025 and identified students will be offered the opportunity to take part. This course is a Department of Education approved elective and will not appear on the RoSA.

Critical thinking is a form of purposeful thinking that emphasises evidence and reasoning. In today's world, where information is readily available, critical thinking is becoming more important than remembering and recalling facts. Society values critical thinking because it is an interdisciplinary and transferable skill. It means that no matter what path or profession is pursued, critical thinking skills will always be relevant and useful.

The course aims to engage and encourage students to develop their critical thinking skills and recognise the key aspects of a critical thinking mind. They will develop the essential skills to evaluate the vast and diverse amount of information they encounter in their daily lives. This will help them face future challenges in a continually evolving world.

The course will be made up of 2 core modules and a combination of module options.

Core 1: Critical thinking in action

Core 2: Research skills to support the critical mind

The available options have been developed to allow students to apply their critical thinking skills in various scenarios.

- Option 1 – Strategies used in business and war
- Option 2 – Predicting the future: How certain can we be?
- Option 3 – Conspiracy theories: Where are the facts?
- Option 4 – Strategies and innovations in sports: The path to victory
- Option 5 – Advertising: Have they got your attention?
- Option 6 – Solving problems of today and tomorrow
- Option 7 – Recreating the human mind: The future of artificial intelligence (AI)
- Option 8 – Blind justice: You've been selected for jury duty

### Career Options

- Politics
- Journalism
- Business
- Psychology
- Law
- Leadership Roles

### Course Cost

Nil

# DESIGN AND TECHNOLOGY

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## KLA: TAS

### Course Description

Design and Technology focuses on using the design process to build projects using technologies in new and interesting ways.

Core modules develop knowledge in innovation, technology, design concepts and processes. Using technologies in a key driver in Design and Technology, which is developed through the study of specialist modules in:

- Innovation
- Designing Holistically

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

- Computer Game Development
- Products using materials in different ways (plastics, 3D printing laser cutting)
- Rocket/ Plane design/ Drone Design
- Small scale products using Metals and Timber

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course, while learning to construct portfolios.

### Special Conditions

Students taking part in Design and Technology classes are required to wear sturdy non slip shoes with fully enclosed leather uppers. Students are also required to wear an apron to all practical classes undertaken in the workshop.

### Career Options

- Architect
- Graphic Designer
- Interior Designer
- Creative Technologist
- Mechanical Engineer

### Course Cost

\$65.00 Year 9

\$65.00 Year 10

# DRAMA

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## **KLA: ENGLISH**

### **Course Description**

Drama is an exciting and challenging course that is designed to introduce students to both performance and technical aspects of theatre production. It will enable students to appreciate the processes involved in drama and understand the important place of drama in our society and culture.

Practically it will allow students to learn dramatic skills, develop self-discipline, confidence and communication skills which will assist them in many educational and social settings. These skills will help them express themselves in an erudite and articulate manner, and give them the confidence to challenge themselves and strive for excellence.

The two year course will include improvisation, mime, play building, scripted and student-written performances, Shakespearian readings, technical aspects of theatre, and the opportunity to attend and perform at Regional and State Drama festivals. Visits to live theatre will be an integral feature of the course, as will attendance at theatrical workshops and performances at school. This will develop students' critical understanding of the production and performance of theatre, film and video.

It is an expectation of the Drama course that a student selecting the subject will commit to performing for the school in front of an audience. Drama is a highly practical subject and performance both in class and on stage is required. Students choosing Drama must realise that some after school and lunch times will be needed for rehearsals. The Syllabus also requires that students of Drama critique and analyse live theatre. As part of the course offered at Scone High School students will participate in an excursion to see live theatre.

### **Career Options**

- Theatre/Entertainment
- Film and Television & Creative Industries

### **Course Cost**

Nil



# FOOD TECHNOLOGY

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## KLA: TAS

### Course Description

Students develop an understanding of food properties, processing and preparation techniques. Practical experiences assist students to develop skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. Opportunities are offered for students to express their creativity and knowledge by allowing them scope to develop recipes and design meals for specific purposes. Students study a range of focus areas throughout this course.

These include:

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

Food Technology addresses the importance of hygiene and safe work practices when working with food. Students are provided with the skills and understanding of a medium that can add richness, pleasure and variety to their lives. The knowledge and skills covered in this course may be used in everyday life and leisure to allow students to plan and prepare everyday meals and small functions, or even develop their own food based business.

The Australian Food Industry provides numerous employment opportunities. Food Technology provides students with the skills and knowledge useful for careers in the Hospitality industry, the entertainment industry including reality TV, food styling and photography for magazines, as well as various roles in manufacturing companies involved in developing new food products and conducting food product testing.

### Special Requirements

It is a WHS safety requirement that all students undertaking practical work in this subject are required to wear sturdy non slip shoes with fully enclosed leather uppers. Hair must be tied back for practical lessons.

### Career Options

- Dietician
- Food Stylist

### Course Cost

\$80.00 Year 9

\$80.00 Year 10

# HISTORY ELECTIVE

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**KLA: HSIE**

## **Course Description**

Elective History enables students to appreciate and enjoy the human endeavours and achievements of the past. It allows students to explore human actions in a range of historical contexts. The study of History equips students with the knowledge and skills for their future roles as active, informed citizens and advocates of a fair and just society.

TOPICS:

Thematic Studies including topics like:

- Heroes and Villains from Ancient and Modern times: Hitler/Stalin/Caligula/Geronimo/Theodore Roosevelt
- World Myths and Legends
- Sport and Recreation in History
- Crime and Punishment
- Women in History

Ancient, Medieval and Early Modern Societies

- Archaeology and Literature of the Ancient World – Troy/Homer/Schliemann/Tutankhamen
- Medieval and Early Europe: Braveheart/William Wallace
- Asia, Americas, Pacific: Voyages of Discovery/James Cook/Columbus
- 19th or 20th Studies: Spanish American War/Boer War/POWs/The Indian Wars

Constructing History units including:

- Film as History/ How can we recreate history? /A study of various historical films: The Great Escape/The Light horsemen
- Historical Fiction
- History and the Media
- Local History
- Family History
- Historical reconstruction: Robin Hood/Ned Kelly/Zulu Wars/Battle of Megiddo /Last of the Mohicans
- Oral History

The Elective History course provides a solid basis for senior HSIE subjects like Ancient and Modern History.

## **Career Options**

- Researcher
- Museum Curator or Historian

## **Course Cost**

Nil

# INDUSTRIAL TECHNOLOGY TIMBER

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**KLA: TAS**

## **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:

- Cabinetwork- Hand & Portable Power Tools
- Wood Machining- Wood Lathe/Drilling Operations

Practical projects undertaken 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:

- Furniture items such as, Foot Stool/Folding Stool
- Decorative timber products such as, Breadboard/Tambour Box
- Storage and transportation products such as, Carry-All Tool Box/Serving Tray
- Storage and display units such as, Spice Rack/5-in-one-Stand (Coffee Mug Tree)

Projects will promote the sequential development of skills/knowledge and reflect an increasing degree of student autonomy as they progress through the course into year 10 whereby a Major Project of their own design may be undertaken.

## **Special Conditions**

Students taking part in Industrial Technology – Timber classes are required to wear sturdy non slip shoes with fully enclosed leather uppers.

## **Career Options**

- Furniture Industry
- Cabinet Maker/ Joiner
- Construction Trades

## **Course Cost**

\$65.00 Year 9

\$70.00 Year 10

# MUSIC

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## KLA: CREATIVE ARTS

### Course Description

This course is designed to develop students' talents in all aspects of music. Students who have enjoyed instrumental activities in years 7 & 8, those who are members of the school band, the school choir and those who may be learning an instrument privately, are encouraged to give serious consideration to music as an elective in years 9 & 10. Students need to be actively involved in performance. Membership of an extracurricular music group is encouraged but not compulsory. Full participation in class performance activities is necessary.

In addition to classroom activities students may participate in

- The school concert/variety night
- The Upper Hunter Eisteddfod in May each year.
- Other school and community functions.

All available instruments will be experimented with and performed on throughout the course. However, students are to select one instrument as their major instrument for performances.

Students can choose from the following:

- piano/electric keyboard, guitar - acoustic and electric
- voice
- tune percussion - xylophone, glockenspiel
- band instruments (subject to availability)
- drums (must also be prepared to play keyboard or tuned percussion)

The course involves listening to and performing music representing a wide variety of styles. Students are encouraged to compose and arrange pieces for their own instrument and for small groups within the class. Technology has a high profile with the use of the computer programs and synthesizer in composition and aural activities.

### Career Options

- Teaching
- Performing
- Composing for Multimedia and Gaming
- Promotions and Management
- Recording & Sound Engineering
- Acoustic Engineering

### Course Cost

Nil

# PERFORMING ARTS

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## KLA: HSIE

### Course Description

The aim of this course is to engage and develop student interest, skills, knowledge and understanding essential to the performing arts technical production. Working individually and collaboratively, students will build, develop and refine skills as they engage with creative processes and performance protocols to produce a live performing arts event for an audience.

In this course, students will explore the 4 essential concepts of performing arts which are protocols, space, presence and audience. They will be challenged to consider how performing artists can craft and control performance space, stage presence and performing arts protocols to intentionally engage a live audience.

This course will address the technical aspects of Live Theatre and Production but will also allow those students to who wish to engage with a range of performing arts to do so. Students will look at:

- How to prepare a space for performances.
- Learning from trial an error in skill acquisition.
- Performing Arts Events
- Behind the scenes – Technical Production of Sound and Lighting
- Video production and Live Television

Studying performing arts is highly beneficial for students. It helps students develop resilience, communication skills, become critical thinkers and to expand their imagination. This course will allow students to develop skills in technical production of Audio and Audio Enhancement, Stage lighting, stage design and set construction as well as, looking at all aspects of theatre from music to drama and beyond.

This course can be studied as a 100- or 200-hour course and consists of 2 cores topics and up to 6 elective topics.

### CORE TOPICS

Core 1 – Performing Arts Essentials

Core 2 - Performing Arts events

### Career Options

- Stage Manager
- Theatre Director
- Performing Arts Technician
- Screenwriter
- Sound Technician

### Course Cost

Nil

# PHYSICAL ACTIVITIES AND SPORT STUDIES

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## KLA: TAS

### Course Description

Physical Activity and Sports Studies promotes learning through and about movement, providing students with opportunities to develop their movement skills, analyse movement performance and assist in the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. Extensive theory of physical activity, sport in society and enhancing participation and performance are studied in the course.

Participation in regular physical activity is essential to improving health status and quality of life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Examples of course modules for 200-hour PASS:

- Nutrition and Physical Activity
- Sports Coaching
- Event Management
- Issues in Sport
- Physical Fitness
- Enhancing movement e.g. hockey, water polo, racquet sports
- Technology, Participation and Performance

In PASS, students are provided with opportunities to participate and engage in a range of physical activities not included in Yr. 7-10 PDHPE. For example:

- Personal & Group Fitness sessions
- Participation in sports such as Sofcrosse, Ultimate Frisbee, Golf etc.
- Outdoor Education experiences
- Participation in sports played by athletes with a disability.

### Career Options

- Personal Trainer
- Fitness Manager

### Course Cost

Nil

# VISUAL ARTS

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## **KLA: CREATIVE ARTS**

### **Course Description**

Studying Visual Arts in Years 9 & 10 is both fun and challenging. The exciting variety of topics encourages students to develop their imagination and conceptual skills through developing ideas and resolving 2D and 3D artworks.

Students explore the expressive potential of a wide range of techniques and materials including drawing, printmaking, painting, ceramics and sculpture. They learn about other artworks and artists and how to discuss artworks articulately from different points of reference. Students learn about and develop an understanding of the roles of artists, galleries and art critics.

Choosing Visual Arts as an elective is a rewarding experience for those students with a genuine interest in art and in improving their techniques. The knowledge, skills and values developed in this course provides a sound foundation for students electing to study Visual Arts in Years 11 and 12.

Successful Visual Arts students will find their abilities in creativity, organisation and resourcefulness enhanced, which will benefit them in any chosen career.

### **Special Conditions**

Students will be required to wear leather shoes to participate in all practical work in order to comply with WHS requirements.

### **Career Options**

- Graphic Designer
- Illustrator
- Gallery Curator

### **Course Cost**

\$45.00 Year 9

\$45.00 Year 10





# ELECTIVE SELECTIONS FORM

Please finalise your subject selections, detach the form, and return it to the office.

**STUDENT NAME:** \_\_\_\_\_

**Elective Choices:**

Please list in order of preference.

Choice 1 \_\_\_\_\_

Choice 2 \_\_\_\_\_

Choice 3 \_\_\_\_\_

Reserve Choice 1 \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_