

KILLARNEY HEIGHTS HIGH SCHOOL



CURRICULUM AND SUBJECT INFORMATION HANDBOOK

YEAR 9 – YEAR 10 2010 - 2011

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SUBJECT SELECTION PROCESS

Dear Students and Parents,

This booklet outlines the learning program which will prepare our students for the School Certificate.

In doing so, it gives a brief outline of:

- a) Why you are studying a particular subject/course? These are the course aims.
- b) What you will study including a brief outline of course content.
- c) How your progress in the subject will be measured.

Courses in this handbook are listed according to faculty or subject area.

Students will receive a subject selection form listing the range of elective subjects available. This will be distributed separately after students and parents have had time to study the handbook information, and to consult with the teaching staff that teach in the various subject areas.

An Information Night, for students and parents, has been organised for **Thursday, 6 August 2009**, to assist students in deciding on their subject selection.

Students are to ensure that they return their subject selection forms to Ms Van Gogh by the designated date – **Thursday, 13 August 2009**.

Students should also remember that to be successful in the School Certificate they need to:

- a) Work conscientiously in the classroom and show an interest in the course.
- b) Spend at least an hour per day reviewing the day's lessons and making brief notes on the day's work;
- c) Use this information as a guide to the time which they should spend on the daily revision, set homework and revision of earlier work.

I suggest for Years 9 and 10 about 10 -12 hours per week if students wish to achieve their potential in their various subjects/courses.

I wish you every success in your learning in Stage 5.

Kim Jackson
PRINCIPAL

RULES FOR THE AWARD OF A SCHOOL CERTIFICATE

The School Certificate will be issued at the end of Year 10 only to those students who have fulfilled all requirements, in terms of courses, course patterns, attendance, application, participation and school assessment.

Students at Killarney Heights High School study five core subjects – English, Mathematics, Science, Australian History and Australian Geography together with three elective courses. Subjects must be satisfactorily completed in order to be awarded a School Certificate. Students must also have had adequate experience in Physical Education.

Satisfactory application is essential for the award of a School Certificate. A judgement will be made by the Principal as to whether students have applied themselves with diligence and sustained effort at school for the award of a School Certificate. In making this judgement, the Principal will take into account the degree of effort shown by the students and their attitude to their studies.

Where the School considers that a student's application is such that it could lead to the non-award of a School Certificate, the student will be warned and the parent or guardian will be advised by way of the Half Yearly Report or various letters including "Non-Completion of a School Certificate Course – Official Warning", as necessary.

Students will sit for state-wide tests in November in English, Mathematics, Science, Australian History and Australian Geography and Computing skills. They will receive their own test results for each exam undertaken. The School Certificate will be accompanied by a Year 10 Record of Achievement. Courses satisfactorily completed will be listed on the Record of Achievement. This is where the results for the student's performance in each of the state-wide exams will be recorded. It will also contain a grade for each of their subjects which has been awarded by the school. These grades will be based on a set of Course Performance Descriptors developed by the Board of Studies.

The School Certificate Portfolio, which all students receive upon successful completion of the School Certificate course, will comprise:

- A School Certificate testamur
- A Record of Achievement Part A which is a cumulative record of all courses satisfactorily completed in Years 9 and 10 and the grade awarded by the school which designates the level of achievement in each course.
- A Record of Achievement Part B which records the results achieved by the student in the School Certificate Tests in English Literacy, Mathematics, Science, Australian History and Australian Geography.

The Award of the School Grades

The school will allocate grades to our students on the basis of internal testing and/or assessment in the school.

All subjects studied for the School Certificate will be awarded grades (A to N) and these will be based on how well the students have achieved in the course according to sets of General Performance Descriptors prepared by the various Syllabus Committees. The grades for these subjects are based on achievement as follows (according to the Descriptors for each subject).

GRADE A	Extensive knowledge and understanding of course content
GRADE B	Thorough knowledge and understanding of course content
GRADE C	Sound knowledge and understanding of course content
GRADE D	Basic knowledge and understanding of course content
GRADE E	Elementary knowledge and understanding of course content
GRADE N	Any student who does not satisfactorily complete the course of study

Students not eligible for a School Certificate, but completing Year 10 and otherwise meeting requirements will be issued with a Record of Achievement for Year 10. Their Record of Achievement will indicate "Not eligible for the School Certificate".

Students whose overall attendance or application is deemed unsatisfactory and leads to unsatisfactory achievement will receive neither a School Certificate nor a Record of Achievement.

Selection of Subjects in Year 9 2010

As well as the core subjects, each student at Killarney Heights High School in Year 9 must select **three (3) elective subjects**. Every effort is made to give students their first choice elective but this depends on the number of students who select each course. A subject will not be offered if there are not sufficient students electing it.

Part 1 – Core

All students study English, Mathematics, Science, Australian History and Australian Geography, and follow prescribed programs in Personal Development/Health/Physical Education and Sport.

Part 2 – Electives

In addition, **THREE** subjects are chosen from the following subject list. These electives will be studied for two years. We ask that parents give time to discuss choices carefully with their child.

- Chinese
- Commerce
- Dance
- Design & Technology
- Drama
- ESL
- Food Technology
- French
- French Accelerated
- Geography
- German
- Graphics Technology
- History
- Industrial Technology Electronics
- Industrial Technology Leather
- Industrial Technology Metal
- Industrial Technology Polymers
- Industrial Technology Timber
- Information & Software Technology
- Italian
- Japanese
- Music
- Photographic and Digital Media, Year 9)
Wet Photography, Year 10)
- Photographic and Digital Media, Year 9)
Digital Media Extension, Year 10)
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Art

A brief outline of each of the elective courses is included later in this booklet. Formation of elective classes depends on the number of students nominating for the courses.

Choosing Courses

This booklet contains descriptors of all the courses offered next year. Not all of the courses will run and not all of you will be successful in gaining your first or even second priority. In allocating students to courses, preference will be given to ensuring that students meet the Board of Studies requirements.

When making your choices ask yourself these questions:

1. What do I like?
2. What am I good at?
3. What might I need for my future career?

Be guided by your answers to the above.

CORE SUBJECTS

English

Mathematics – 5.1

Mathematics –5.2

Mathematics – 5.3

Science

Geography

History

PD/Health/PE

ENGLISH

AIM

The aim of English in Years 7 to 10, is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

CONTENT

Students in Stage 5 must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5. (Some students with special education needs may not be able to use all or some of the modes of language: reading, listening and viewing.)

Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing the following:

In Stage 5	
Fiction	At least two works
Poetry	A variety drawn from different anthologies and/or study of one or two poets
Film, or film on video or DVD	At least two works
Non fiction	At least two works
Drama	At least two works

In each year, students must study a selection of texts which give students experience of:

- A widely defined Australian literature and other Australian texts including those that give insight into Aboriginal experiences and multicultural experiences in Australia.
- Literature from other countries and times
- Shakespearean drama
- Cultural heritages, popular cultures and youth cultures
- Picture books
- Everyday and workplace texts
- A range of social, gender and cultural perspectives

ASSESSMENT STRATEGIES

- Written, oral and visual presentations
- Journal and reflection writing
- Multiple choice, short answer and cloze responses
- Student's own compositions in the various text types
- Essay writing

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	%	Year 10	%
Reading	Assessment task – Semester 1 Assessment task – Semester 2	10 10	Assessment task – Semester 1 Trial School Certificate – Semester 2	10 10
Speaking & Listening	Speech on Literature issue - Semester 1: Shakespeare Oral presentation on Literature issue - Semester 2: Poetry	10 10	Shakespeare Presentation – Semester 2	10
Viewing and Representing	Assessment task – Semester 2: Dramatic Monologues	20	Assessment task – Semester 2: Shakespeare	20
Media/Multimedia	Media Study – Semester 2: Newspapers/Print Media Powerpoint Presentation on literature issue – Semester 2	10 10	Media Studies – Advertising - ICT	10
Writing	Journal/Reflection Statements Semester 1: Poetry Semester 2: Non-fiction Extended analytical writing in response to Shakespeare Study– Semester 2	5 5 10	Essay on Area of Study – Semester 1 Creative Writing - Semester 1 Essay on Poetry Trial School Certificate – Semester 2	10 10 10 10
Total %		100		100

MATHEMATICS

5.1

AIM

To provide students with a thorough preparation for the study of General Mathematics in Stage 6, or for the requirements of daily life and/or the workplace in the post compulsory years of education.

CONTENT

Rational Numbers; Algebra; Consumer Arithmetic, Equations and Formulae; Measurement; Data Representation and Analyses; Probability Indices; Geometry; Linear Functions; Trigonometry; Coordinate Geometry.

ASSESSMENT STRATEGIES

- Course based common tests held in Terms 1 and 3.
- Mid-year examination in Term 2 and Annual examination in Term 4.
- Literacy and tests Terms 1 to 4.
- Non-calculator and working mathematically tests Terms 2 and Term 4.
- Individual and/or group work projects.

REPORTING ON STUDENT ACHIEVEMENT

Mid year and annual reports providing a cumulative assessment result and indicators of student achievement of stage outcomes.

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Course test	10	Term 1	10	Term 1
Literacy test	5	Term 1	5	Term 1
Mid Year examination	20	Term 2	20	Term 2
Literacy test	5	Term 2	5	Term 2
Non Calculator & Working Mathematically test	5	Term 2	5	Term 1
Non calculator & working mathematically test	5	Term 2	5	Term 2
Course test	10	Term 3	10	Term 3
Literacy test	5	Term 3	5	Term 3
Non Calculator & Working Mathematically test	5	Term 3	5	Term 3
Project *	10	Term 3	10	Term 3
Annual examination	20	Term 4	20	Term 4
Total %	100		100	

* For Year 10 the Term 4 Project will not apply. The annual examination will be the trial school certificate examination and will comprise 30% of the final assessment mark.

MATHEMATICS

5.2

AIM

To provide students with a thorough preparation for the study of General Mathematics or Mathematics in Stage 6.

CONTENT

Rational Numbers; Algebra; Consumer Arithmetic, Equations, Inequations and Formulae; Measurement; Data Representation and Analyses; Probability Indices; Geometry; Linear Functions; Trigonometry; Coordinate Geometry.

ASSESSMENT STRATEGIES

- Course based common tests held in Terms 1 and 3.
- Mid-year examination in Term 2 and Annual examination in Term 4.
- Literacy and tests Terms 1 to 4.
- Non-calculator and working mathematically tests Terms 2 and Term 4.
- Individual and/or group work projects.

REPORTING ON STUDENT ACHIEVEMENT

Mid year and annual reports providing a cumulative assessment result and indicators of student achievement of stage outcomes.

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Course test	10	Term 1	10	Term 1
Literacy test	5	Term 1	5	Term 1
Mid Year examination	20	Term 2	20	Term 2
Literacy test	5	Term 2	5	Term 2
Non calculator & working mathematically test	5	Term 2	5	Term 1
Course test	10	Term 3	10	Term 3
Literacy test	5	Term 3	5	Term 3
Non calculator & working mathematically test	5	Term 2	5	Term 2
	5	Term 3	5	Term 3
Project *	10	Term 3	10	Term 3
Annual examination	20	Term 4	20	Term 4
Total %	100		100	

* For Year 10 the Term 4 Project will not apply. The annual examination will be the trial school certificate examination and will comprise 30% of the final assessment mark.

MATHEMATICS

5.3

AIM

To provide students with a thorough preparation for the study of Mathematics or Extension 1 Mathematics in Stage 6.

CONTENT

Rational Numbers; Algebra; Consumer Mathematics, Equations, Inequations and Formulae; Measurement; Data Representation and Analyses; Probability, Surds and Indices; Geometry; Linear Functions; Trigonometry; Simultaneous Equations, Coordinate Geometry.

ASSESSMENT STRATEGIES

- Course based common tests held in Terms 1 and 3.
- Mid-year examination in Term 2 and Annual examination in Term 4.
- Literacy and tests Terms 1 to 4.
- Non-calculator and working mathematically tests Terms 2 and Term 4.
- Individual and/or group work projects.

REPORTING ON STUDENT ACHIEVEMENT

Mid year and annual reports providing a cumulative assessment result and indicators of student achievement of stage outcomes.

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Course test	10	Term 1	10	Term 1
Literacy test	5	Term 1	5	Term 1
Mid Year examination	20	Term 2	20	Term 2
Literacy test	5	Term 2	5	Term 2
Non calculator & working mathematically test	5	Term 2	5	Term 1
Course test	10	Term 3	10	Term 3
Literacy test	5	Term 3	5	Term 3
Non calculator & working mathematically test	5	Term 2	5	Term 2
	5	Term 3	5	Term 3
Project *	10	Term 3	10	Term 3
Annual examination	20	Term 4	20	Term 4
Total %	100		100	

* For Year 10 the Term 4 Project will not apply. The annual examination will be the trial school certificate examination and will comprise 30% of the final assessment mark.

SCIENCE

AIM

- To acquire scientific knowledge and develop understanding about phenomena.
- To develop an appreciation of Science as a human activity and apply their understanding to their everyday life.
- To develop positive attitudes about and towards themselves, others, lifelong learning, Science and the environment.
- To develop skills to work scientifically through planning and conducting investigations.
- To develop scientific thinking and problem solving techniques.
- To develop the skills to work individually and as part of a learning team and communicate scientifically.

CONTENT

Year 9 Topics

Health and Disease
 Current Electricity
 Science of Disasters
 Atoms and Elements
 Waves and Communications
 Reproduction and Genetics

Year 10 Topics

Evolution
 Transport and Machines
 Chemical Substances
 Environmental Science
 History of the Cosmos

ASSESSMENT STRATEGIES

Class topic tests
 Practical experiments
 Independent Investigations

Research assignments
 Oral presentations
 Field work

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Strategies	Year 10	Timeframe
	%			%	
2 Topic Tests	14	Terms 1 & 2	2 Topic Tests	14	Term 1
Practical Assignment - Electricity	15	Term 1	Literacy Task: Evolution	10	Term 1
Half Yearly Exam	9	Term 2	Practical Assignment: Transport	10	Term 2
Half Yearly Subtotal	38%		Half Yearly Exam	10	Term 2
2 Topic Tests	14	Terms 2 & 3	Half Yearly Subtotal	44%	
Assignment Current Research	18	Term 3	3 Topic Tests	20	Terms 2, 3 & 4
2 Topic Tests	14	Terms 3 & 4	Independent Investigation	20	Term 3
Yearly Exam	16	Term 4	Trial Exam	16	Term 4
End of Year Total %	100		End of Year Total %	100	

GEOGRAPHY (MANDATORY)

AIM

To stimulate student enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens.

CONTENT

Year 9 Topics – Focus Areas

- a) Investigating Australia's Physical Environments
- b) Changing Australian Communities

Year 10 Topics – Focus Areas

- a) Issues in Australian Environments
- b) Australia in its Regional and Global Contexts

ASSESSMENT STRATEGIES

- a) Tests/exams
- b) Inquiry based research assignments and projects
- c) Fieldwork Activities
- d) Oral Presentations

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Half Yearly Exam	20	Term 2	20	Term 2
Yearly Exam	30	Term 4	30	Term 4
Assignment 1	20	Term 1	25	Term 1
Assignment 2	30	Term 2	25	Term 3
Total %	100		100	

HISTORY - AUSTRALIAN (MANDATORY)

AIM

The aim of History (Mandatory) is to enable students to acquire the knowledge and understanding, historical skills, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship.

CONTENT – YEAR 9

1. Australia to 1914
2. Australia & WWI
3. Australia between the Wars
4. Australia & WWII

CONTENT – YEAR 10

1. Australia in the Vietnam War Era
2. Changing Rights and Freedoms
3. People, Power and Politics in the post war period
4. Australia's social and cultural history in the post war period

ASSESSMENT STRATEGIES

- 50% Exams
- 50% Classwork/Research Reports/Projects

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Fieldwork			5	Term 3
Research	10	Terms 2, 3	10	Terms 1, 2, 3
Written/practical tests/exams	50	Terms 2, 4	50	Terms 2, 4
Written responses/reports	30	Terms 1, 2, 3, 4	30	Terms 1, 2, 3
Projects	10	Terms 1, 2, 3, 4	5	Terms 1, 2, 3
Total %	100		100	

PD/Health/PE

AIM

To develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lifestyles. Students will look at the concepts of self esteem and social wellbeing and the ability to make informed health decisions. Practical movement skills in a wide range of activities and consideration of lifelong participation in movement will also be addressed.

CONTENT

- Self and Relationships
- Movement skills and performance
- Individual and community health
- Lifelong physical activity

ASSESSMENT STRATEGIES

Based on student achievements in terms of observations, practical assessment, assignments, tests and book work.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Practical Assessment	70	Terms 1-4	50	Terms 1 – 4
Assignments/Homework	20	Term 1-4	30	Term 1
Classwork	10	Term 1-4	20	Terms 1, 3
Total %	100		100	

ELECTIVE SUBJECTS

Commerce

Dance

Design & Technology

Drama

ESL

Food Technology

Geography

Graphics Technology

History

Industrial Technology

**Information and Software
Technology**

Languages – Chinese

- French

- French Accelerated

- Italian

- Japanese

Music

Photographic & Digital Media

Physical Activity and Sports Studies

Textiles Technology

Visual Arts

COMMERCE

AIM

To enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

CONTENT

Year 9 Topics – Core Areas

- a) Consumer Choice
- b) Personal Finance

Year 9 Topics – Options

- c) Running a Business
- d) E-Commerce
- e) Buying and Selling

Year 10 Topics – Core Areas

- a) Law and Society
- b) Employment Issues

Year 10 Topics – Options

- c) Our Economy
- d) Law in Action
- e) Political Involvement
- f) Community Participation

ASSESSMENT STRATEGIES

- a) Tests/exams
- b) Inquiry based research assignments and projects
- c) Fieldwork Activities
- d) Research project

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Assignment 1	15	Term 1	30	Term 1
Half Yearly Exam	20	Term 2	20	Term 2
Yearly Exam	30	Term 4	30	Term 4
Assignment 2	15	Term 2	20	Term 2
Assignment 3	20	Term 3		
Total %	100		100	

DANCE

AIM

The aim of the Year 9 and Year 10 Dance Course is for students to experience, understand, value and enjoy dance as an art form through the inter related study of the performance, composition and appreciation of dance.

CONTENT

Students will engage in an integrated study:

- Of the practices of performance, composition and appreciation
- Of the elements of dance
- Within the context of dance as an art form

ASSESSMENT STRATEGIES

- a) Tests/exams (written and practical)
- b) Research assignments
- c) Composition
- d) Oral presentations
- e) Self assessment

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Half Yearly Exams Practical and written	30	Term 2	30	Term 2
Yearly Exams Practical and written	30	Term 4	30	Term 4
Homework/Bookwork	10	N/A	10	N/A
Various Unit Assessments	30	Terms 1 – 4	30	Terms 1 - 4
Total %	100		100	

DESIGN & TECHNOLOGY

AIM

The aim of Design and Technology is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments. Technologies are in constant and rapid change and they evolve and develop to the extent that they have an impact on the environment and our lives.

Design and Technology students will be provided with the opportunity to:

- Develop skills to enable them to apply the design process, develop, communicate solutions, create systems and use technologies to solve problems.
- Develop projects related to everyday life, identify problems and create solutions.
- Develop functional and aesthetic design solutions which allow students to be innovative and creative in their thinking and application.
- Develop critical analysis of design problems and solutions.

CONTENT

Students will use the Design Project as the main tool to cover content. The core content in units of work is divided into 3 areas:

- A holistic approach
- The design process
- Activity of designers

These core areas will be integrated throughout contexts or focus areas. A minimum of three focus areas will be covered.

The focus areas include:

- accessory
- aeronautical
- agricultural
- architectural
- communication systems
- digital media
- engineering
- environmental
- fashion
- food
- furniture
- graphical
- industrial
- information systems
- interior
- jewellery
- landscape
- marine
- medical
- packaging
- promotional
- software
- structural
- transport systems
- student negotiated focus area

ASSESSMENT STRATEGIES

A range of assessment strategies will be employed in assessing the students outcomes, these may include:

Assessment of Practical Project
Research projects
Written/practical tests
Observations

Peer and Self Assessment
Journals
Presentations

A weighting of approximately 60% will be attributed to the production of practical projects whilst 40% will be determined from theoretical aspects and tests.

DRAMA

AIM

To engage and challenge students to maximise their dramatic abilities and enjoyment of drama through making, performing and appreciating dramatic and theatrical works.

CONTENT

Playbuilding, Improvisation, Dramatic Forms, Scriptwork (reading/writing/performance), Technical Aspects, Conventions of Theatre, Experience of Dramatic Presentations, Discussion, Reading and Writing about Drama).

ASSESSMENT STRATEGIES

- a)) Group Performances / Individual Performances
- b) Written/Research Assignments
- c) Journal/Reflection
- d) Exams (Written/Practical)

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Performance	20	Term 1	15	Term 1
Journal	5	Term 1	5	Term 1
Half Yearly Exam	20	Term 2	15	Term 2
Performance	5	Term 2	5	Term 2
Journal				
Performance	20	Term 3	15	Term 3
Journal	5	Term 3	5	Term 3
Performance			15	Term 3
Journal			5	Term 3
Yearly Exam	20	Term 4	15	Term 4
Performance / Design	5	Term 4	5	Term 4
Journal				
Total %	100		100	

ESL

AIM

- To enable students to pursue a course in English which would be linked with their mainstream English syllabus and with the Literacy requirements of other subjects.
- To develop the confidence in students for whom English is not their first language to communicate in English in as wide a range of contexts and with as much clarity and fluency as possible.

CONTENT

Students will come to this course with a variety of previous language and learning experiences. The course content and strategies for delivery are designed to develop English language skills in the areas of Reading, Writing, Speaking, Listening and viewing and Responding.

ASSESSMENT STRATEGIES

The main aims of the course are to diagnose the needs of the students and to develop an awareness in students of their own literacy and learning needs. The skills of Reading, Writing, Speaking and Listening are to be assessed continuously throughout the course. In any one class students may have quite different levels of ability in the skills and knowledge to be assessed. A student's performance will be measured on improvement against previous performance.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Written Responses	20	Terms 2, 4	20	Terms 2, 4
Reading Tasks	20	Terms 2, 4	20	Terms 2, 4
Oral Presentation	20	Terms 1, 3	20	Terms 1, 3
Listening/Viewing	20	Terms 1, 3	20	Terms 1, 3
Research/Assignment Work	20	Terms 1, 4	20	Terms 1, 4
Total %	100		100	

FOOD TECHNOLOGY

AIM

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

Food technology provides students with the opportunity to:

- Gain a broad knowledge and understanding of food properties, processing, preparation and their inter-relationships, nutritional considerations and consumption patterns.
- Gain knowledge of the importance of hygiene and safe working practices and legislation.
- Develop a range of food specific skills in the preparation and presentation of food.
- Gain important knowledge of an industry in growth, where many opportunities exist.

CONTENT

The course encompasses a core of food preparation and processing, nutrition and consumption with practical experiences that include design, production and evaluation.

Further to this is eight focus areas including:

- 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

ASSESSMENT STRATEGIES

A range of assessment strategies will be employed in assessing the students outcomes. These may include:

- Assessment of Practical Project
- Research project
- Written/practical tests
- Observations
- Peer and self assessment
- Journals
- Presentations

A weighting of approximately 60% will be attributed to the production of practical projects whilst 40% will be determined from theoretical aspects and tests.

GEOGRAPHY ELECTIVE

AIM

To stimulate student enjoyment of and interest in the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens.

CONTENT

Year 9 Topics – Focus Area

- a) Physical Geography
- b) Oceanography
- c) Geography of Primary Production

Year 10 Topics – Focus Area

- a) Development Geography
- b) Australia's Neighbours
- c) Political Geography

ASSESSMENT STRATEGIES

- a) Tests/exams
- b) Inquiry based research assignments and projects
- c) Fieldwork Activities
- d) Oral presentation

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Oral Task	10	Term 1	10	Term 1
Half Yearly Exam	20	Term 2	20	Term 2
Yearly Exam	20	Term 4	30	Term 4
Assignment 1	20	Term 1	20	Term 1
Assignment 2	20	Term 3	20	Term 3
Fieldwork	10	Term 3	10	Term 1
Total %	100		100	

GRAPHICS TECHNOLOGY

AIM

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

Graphics Technology provides students with the opportunity to:

- Develop an understanding of the significance of graphical communication and the techniques and technologies used to convey information and ideas.
- Become aware of the age of globalised industry and rapid technological development, where computer-aided design (CAD), computer aided manufacture (CAM), interactive graphic design (IGD) and multimedia applications are widely used.
- Utilise the truly universal language of graphics.
- Develop specific manipulative and cognitive skills in using a variety of tools, materials and techniques widely available in industrial, commercial and domestic settings.

CONTENT

The graphics content has been organised into modules, two core and thirteen optional. The core modules are of one semester length and take up most of Year 9. These modules include:

- Graphics principles and techniques
- Design in graphics
- Planning and construction
- Presentation

The 13 option modules are of one term duration and students must select four from the following:

Architectural drawing
Cabinet and furniture drawing
Computer aided design and drafting (CAD)
Graphic Design
Landscape Drawing
Product Illustration
Student Negotiated Project

Australian architecture
Engineering drawing
Cartography & Surveying
Computer Animation
Pattern Design
Technical Illustration

The Graphic Technology course will utilise the professional CAD program Micro Station V8. This program is an industry standard.

ASSESSMENT STRATEGIES

A range of assessment strategies will be employed in assessing the students outcomes. These may include:

- Assessment of Practical Project
- Research project
- Written/practical tests
- Observations
- Peer and self assessment
- Journals
- Presentations

A weighting of approximately 60% will be attributed to the production of practical projects whilst 40% will be determined from theoretical aspects and tests.

HISTORY ELECTIVE

AIM

The aim of History (Elective) is to enable students to acquire the historical knowledge and understanding, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

In the process students will develop:

- Knowledge and understanding
- Skills of interpretation, analysis, research and communication
- Values and attitudes.

The principal focus is the contribution of the past to understanding the present.

CONTENT – YEAR 9

PRE MODERN SOCIETIES

- Topic 1: Big Bang and Evolution
Topic 2: Archaeology and the ancient worlds from Egypt to Rome.
Topic 3: Archaeology in Australia and local Aboriginal Studies.
Topic 4: Asian American and African Societies up to 1750.
Topic 5: Ancient Constructions.

These areas of study have been designed and adapted to the particular expertise, experience and interest of the teacher. These studies may include opportunities for primary research and scaled constructions of ancient structures.

Note:

- Elective History Year 9
- Elective History Year 10

The elective courses in History, Years 9 and 10, are programmed to avoid any eclipse or overlapping of the Mandatory History Syllabus, The Modern History Syllabus, the Ancient History Syllabus. A School Certificate will be issued for Elective History as well as Mandatory History.

CONTENT – YEAR 10

THE MODERN WORLD

At least 50% of the course is developed from this area of study. For each of the following nominated studies students must apply the studies to at least two nations. At least one nation must be from the regions of Europe, North America, South America, or Central America and at least one nation from the regions of Middle East, Africa, Asia or the Pacific from 1750 to the present.

Content:

- Genocide

- Heritage
- Imperialism, Colonialism & Independence
- Living and Working Conditions
- Medicine, Health and Hygiene
- Racism
- Revolution & Evolution
- Slavery
- Terrorism

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Research	20	Terms 1, 2, 3, 4	20	Terms 1, 2, 3, 4
Written/practical tests/exams	50	Terms 2, 4	50	Terms 2, 4
Oral Presentations	5	Term 3	5	Term 3
Projects/Reports	25	Terms 2, 4	25	Terms 1, 2, 3, 4
Total %	100		100	

INDUSTRIAL TECHNOLOGY

AIM

The aim of Industrial Technology is to develop in students knowledge, understanding, skills and values related to a range of Technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

Industrial Technology aims to develop in students an understanding of the inter relationships between technology, the individual, society and the environment and to develop their ability to think creatively.

Industrial Technology provides students with opportunities to:

- Develop knowledge and understanding of materials and processes
- Develop critical thinking skills in practical problem solving
- Study different focus technologies
- Develop student centred practical projects
- Develop knowledge of current and emerging technologies in industrial and domestic settings
- Develop an understanding of work environments and Occupational Health and Safety

Industrial Technology offers students the ability to study a wide range of technologies. These may include:

Automotive Engineering Timber*	Building and Construction Leather*	Ceramics Metal*	Electronics* Polymers*
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* These subjects will be offered at Killarney Heights depending upon numbers.

CONTENT

All courses consist of two core modules and two specialised modules. Specialised modules may be based on student interest and may be elected.

Industrial Technology – Electronics

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

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

- Circuits and Components
- Computer Repair and Construction

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

- Electronic circuits and kits
- Electronic controlled devices
- Robotic projects
- Computer systems
- Work undertaken on isolated computer components

Industrial Technology – Leather

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to leather which are enhanced and further developed through the study of specialist modules in leather-based technologies.

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

- Belts
- Handbags and wallets
- Saddles and harnesses
- Leather jewellery and accessories

Industrial Technology – Metal

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

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

- Metal Machining
- Fabrication

OR

- Art Metal
- Jewellery

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

- Sheet metal products
- Metal machining projects
- Fabricated projects
- Artistic metal projects
- Jewellery and accessories

Industrial Technology – Polymers

The Polymers focus area provides opportunities for students to develop knowledge, understanding and skills in relation to polymer and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to polymers which are enhanced and further developed through the study of specialist modules in polymer-related technologies.

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

- Utensils
- Decorative polymer products
- Small boats
- Surfboards
- Furniture items

Industrial Technology – Timber

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

- Cabinetwork
- Wood Machining

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

- Furniture items
- Decorative timber products
- Storage and transportation products, turned projects, coffee tables
- Small stepladders or similar
- Storage and display units

ASSESSMENT STRATEGIES

As practical project work is the major focus of each of these courses much of the assessment will take place in the context of the project being undertaken. Therefore assessment may be via:

- Practical projects
- Research
- Written/Practical Tests
- Observations
- Peer and Self Assessment

A weighting of approximately 60% will be attributed to the production of practical projects whilst 40% will be attributed to theoretical aspects and tests.

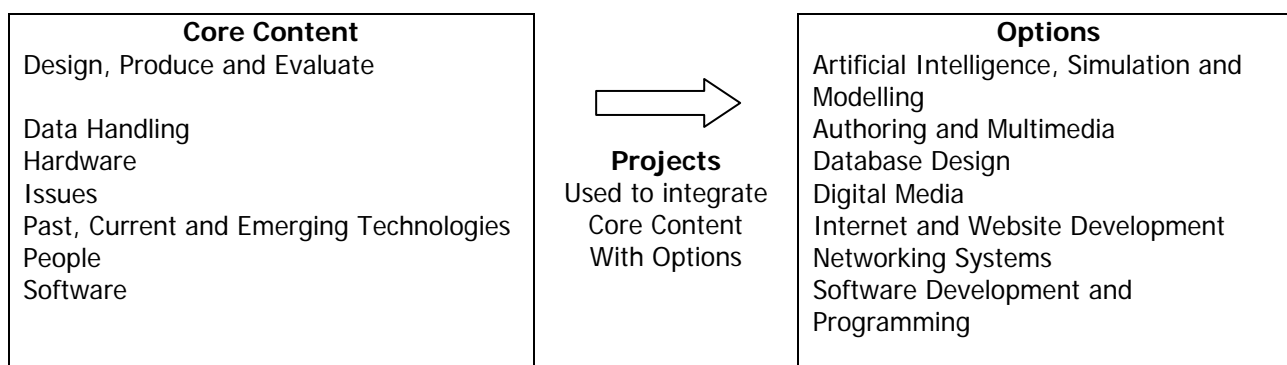
INFORMATION AND SOFTWARE TECHNOLOGY

AIM

The study of Information and Software Technology in Years 9-10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

CONTENT

The course integrates the study of core content within the context of options delivered through projects. The following diagram shows how the content is organised.



ASSESSMENT STRATEGIES

Practical Projects
 Written Reports
 Research Activities
 Written and Practical Tests

Presentations
 Peer Assessment
 Self Assessment

REPORTING ON STUDENT ACHIEVEMENT

Student achievement will be reported in relation to six levels of achievement. Level 6 describes a very high level of achievement in relation to course objectives and outcomes. Level 2 describes satisfactory achievement, while Level 1 description identifies students who are progressing towards the outcomes for Stage 5.

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Project	5	Semester 1	15	Semester 1
Project	10	Semester 1	15	Semester 1
Project	15	Semester 1		
Exam	20	Semester 1	20	Semester 1
Project	15	Semester 2	15	Semester 2
Project	15	Semester 2	15	Semester 2
Exam	20	Semester 2	20	Semester 2
Total %	100		100	

LANGUAGES - CHINESE

AIM

Students will develop:

- communication skills, focus on language as a grammatical system, and gain insights into the relationship between language and culture leading to lifelong personal, educational and vocational benefits
- literacy, numeracy and IT skills
- respect for and acceptance of the culture and lifestyle of others.

CONTENT

Language and culture learning resources include the main texts *Nihao 2* and 3, *Nihao* games software and DVD, web resources and contact with the Chinese speaking community, visitors and students. Lessons focus on spoken texts such as social conversations or shopping transactions and written texts such as letters, diaries, schedules and email messages. Language lessons integrate inter-cultural reflections about, for example, shopping, clothing, visiting, phone conversations, eating, asking about weather, school life, transportation, leisure and entertainment, birthdays, illness, travelling, food, youth culture, study tour, calligraphy, visiting and customs.

Additional content may be provided by teachers to cater for the individual learning needs of students.

ASSESSMENT STRATEGIES

Teachers provide students with opportunities to demonstrate their learning in the context of everyday classroom activities as well as in scheduled assessment weeks. Teachers use a range of appropriate assessment strategies including self-assessment and peer assessment. "Assessment for learning" principles apply. Students learn as they prepare for and complete assessment tasks which include:

- Listening, speaking, reading and writing tasks per unit and for a final semester exam
- Language and inter-culture assignments based on research and presentations on, for example, interviews with background speakers, famous places, food, people and events.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9 %	Timeframe	Year 10 %	Timeframe
Semester 1	40%		40%	
Assignment	10	Term 1	10	Term 1
Topic tests	10	Ongoing	10	Ongoing
Listening	20	Term 2 exam	20	Term 2 exam
Reading				
Speaking				
Writing				
Semester 2	60%		60%	
Assignment	10	Term 3	10	Term 3
Topic tests (all skills)	10	ongoing	10	ongoing
Listening	40	Term 4 exam	40	Term 4 exam
Reading				
Speaking				
Writing				

LANGUAGES – FRENCH

AIM

Students will develop:

- communication skills, focus on language as a grammatical system, and gain insights into the relationship between language and culture leading to lifelong personal, educational and vocational benefits
- literacy, numeracy and IT skills
- respect for and acceptance of the culture and lifestyle of others.

CONTENT

Language and culture learning resources include textbooks, DVDs, software, web and contact with the French speaking community, visitors and students. Lessons focus on spoken texts such as social conversations or shopping transactions and written texts such as letters, diaries, schedules and email messages. Language lessons integrate social and cultural information and inter-cultural reflections about, for example, food, likes/dislikes, daily activities, travel, weather, directions, school life, leisure activities, host families, birthdays, youth culture, study tours, shopping, thanking, apologizing, asking favours, and visiting.

Additional content may be provided by teachers to cater for the individual learning needs of students.

Students who have a strong background in French may join the accelerated program.

ASSESSMENT STRATEGIES

Teachers provide students with opportunities to demonstrate their learning in the context of everyday classroom activities as well as in scheduled assessment weeks. Teachers use a range of appropriate assessment strategies including self-assessment and peer assessment. "Assessment for learning" principles apply. Students learn as they prepare for and complete assessment tasks which include:

- Listening, speaking, reading and writing tasks per unit and for a final semester exam
- Language and inter-culture assignments based on research and presentations on, for example, interviews with background speakers, famous places, food, people and events.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9 %	Timeframe	Year 10 %	Timeframe
Semester 1	40%		40%	
Assignment	10	Term 1	10	Term 1
Topic tests	10	Ongoing	10	Ongoing
Listening	20	Term 2 exam	20	Term 2 exam
Reading				
Speaking				
Writing				
Semester 2	60%		60%	
Assignment	10	Term 3	10	Term 3
Topic tests	10	ongoing	10	ongoing
Listening	40	Term 4 exam	40	Term 4 exam

LANGUAGES – FRENCH –ACCELERATED

Preliminary and HSC Continuers course

2 Units in each of Preliminary and HSC with the option of a 1 Unit Extension

Course for the HSC Board Developed Course

Prerequisites: School Certificate French or equivalent (e.g. Year 8 French Accelerated at KHHS) is assumed. Candidates for this course must have prior knowledge of French. They should have basic reading and writing skills and be able to understand simple conversation.

The aims of this course are to develop the student's ability to use French in communication; understanding and appreciation of the cultural contexts in which French is used; ability to reflect on their own cultures through the study of other cultures; understanding of language as a system; cognitive, learning and social skills; potential to use French for work, further study, training or leisure.

Main Topics Covered:	
• Personal Identity	• Work, careers, workplace
• Education	• Youth issues
• Future plans	• Travel
• Leisure and lifestyles	• Arts and entertainment

Preliminary Course 2009

Outcomes	Components (Syllabus)	Weightings	Task 1 Date: Term 1 Wk 10	Task 2 Date: Term 2	Task 3 Date: Term 3 <i>Annual Exams</i>
1.1,1.2,1.3,1.4,4.1,4.2.4.3	Speaking	20		10	10
3.1, 3.2,3.3,3.4,3.5,3.6	Listening	30	15		15
1.1,1.2, 1.3,1.4 2.1, 2.3 3.1,3.2,3.3,3.4,3.5,3.6	Reading and responding	40		15	25
2.1,2.2,2.3,4.1	Writing in French	10		5	5
	Marks	100%	15	30	55

HSC Course 2010

Outcomes	Components (Syllabus)	Weightings	Task 1 Date: Term 1 Wk 10	Task 2 Date: Term 1	Task 3 Date: Term 3
1.1,1.2,1.3,1.4,4.1,4.2.4.3,4.4, 2.1	Speaking	20		10	10
3.1,3.2,3.3,3.4,3.5,3.6	Listening	25	15		10
1.1, 1.2, 1.3,1.4 2.1, 2.3 3.1,3.2,3.3,3.4,3.5,3.6	Reading and Responding	40 25/15		20	20
2.1,2.2,2.3	Writing in French	15		10	5
	Marks	100%	15	40	45

LANGUAGES - ITALIAN

AIM

Students will develop:

- communication skills, focus on language as a grammatical system, and gain insights into the relationship between language and culture leading to lifelong personal, educational and vocational benefits
- literacy, numeracy and IT skills
- respect for and acceptance of the culture and lifestyle of others.

CONTENT

Language and culture learning resources include textbooks, DVDs, software, web and contact with the Italian speaking community, visitors and students. Lessons focus on spoken texts such as social conversations or shopping transactions and written texts such as letters, diaries, schedules and email messages. Language lessons integrate social and cultural information and inter-cultural reflections about, for example, food, likes/dislikes, daily activities, travel, weather, directions, school life, leisure activities, host families, birthdays, youth culture, study tours, shopping, thanking, apologizing, asking favours and visiting.

Additional content may be provided by teachers to cater for the individual learning needs of students.

ASSESSMENT STRATEGIES

Teachers provide students with opportunities to demonstrate their learning in the context of everyday classroom activities as well as in scheduled assessment weeks. Teachers use a range of appropriate assessment strategies including self-assessment and peer assessment. "Assessment for learning" principles apply. Students learn as they prepare for and complete assessment tasks which include:

- Listening, speaking, reading and writing tasks per unit and for a final semester exam
- Language and inter-culture assignments based on research and presentations on, for example, interviews with background speakers, famous places, food, people and events.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9 %	Timeframe	Year 10 %	Timeframe
Semester 1	40%		40%	
Assignment	10	Term 1	10	Term 1
Topic tests	10	Ongoing	10	Ongoing
Listening	20	Term 2 exam	20	Term 2 exam
Reading				
Speaking				
Writing				
Semester 2	60%		60%	
Assignment	10	Term 3	10	Term 3
Topic tests (all skills)	10	ongoing	10	ongoing
Listening	40	Term 4 exam	40	Term 4 exam

LANGUAGES - JAPANESE

AIM

Students will develop:

- communication skills, focus on language as a grammatical system, and gain insights into the relationship between language and culture leading to lifelong personal, educational and vocational benefits
- literacy, numeracy and IT skills
- respect for and acceptance of the culture and lifestyle of others.

CONTENT

Language and culture learning resources include textbooks, DVDs, software, web and contact with the Japanese speaking community, visitors and students. Lessons focus on spoken texts such as social conversations or shopping transactions and written texts such as letters, diaries, schedules and email messages. Language lessons integrate social and cultural information and inter-cultural reflections about, for example, food, likes/dislikes, daily activities, travel, weather, directions, school life, leisure activities, host families, birthdays, youth culture, study tours, shopping, thanking, apologizing, asking favours, visiting and gift-giving.

It is assumed that students can already read and write *hiragana* and *katakana*. By the end of Year 10 they will also be able to read approximately 100 prescribed kanji.

Additional content may be provided by teachers to cater for the individual learning needs of students.

ASSESSMENT STRATEGIES

Teachers provide students with opportunities to demonstrate their learning in the context of everyday classroom activities as well as in scheduled assessment weeks. Teachers use a range of appropriate assessment strategies including self-assessment and peer assessment. "Assessment for learning" principles apply. Students learn as they prepare for and complete assessment tasks which include:

- Listening, speaking, reading and writing tasks per unit and for a final semester exam
- Language and inter-culture assignments based on research and presentations on, for example, interviews with background speakers, famous places, food, people and events.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9 %	Timeframe	Year 10 %	Timeframe
Semester 1	40%		40%	
Assignment	10	Term 1	10	Term 1
Classwork	10	Ongoing	10	Ongoing
Listening	20	Topic tests and Term 2 exam	20	Topic tests and Term 2 exam
Reading				
Speaking				
Writing				
Semester 2	60%		60%	
Assignment	10	Term 3	10	Term 3
Classwork (all skills)	10	ongoing	10	ongoing
Listening	40	Topic tests and Term 4 exam	40	Topic tests and Term 4 exam
Reading				
Speaking				
Writing				

MUSIC

AIM

The aim of the elective music course at Killarney Heights High School is to build upon the basic musical experience, knowledge and skills gained by students in Years 7 and 8, in order to develop:

- Active participation in performing, composing and listening
- Understanding and appreciation of various musical traditions and styles
- A personal set of musical values
- A foundation for further study of music in the senior school

CONTENT

In this course students will study the concepts of music through the learning experiences of performing, composing and listening within the context of a range of styles, periods and genres. Using aural awareness as the basis students will have, in relation to the musical concepts, experiences in:

Singing

Improvising

Memorising

Moving

Playing

Listening

Reading

Composing

Recognising

Notating

Topics covered in this course are:

Baroque

Renaissance

Popular music

Jazz

Classical

Art music after 1900

Music for theatre

Australian music

Romantic

Traditional music of other cultures

Music for film, television and radio

ASSESSMENT STRATEGIES

Performance (incl. reflection and peer assessment)

Composition (submitted works and journal)

Listening/Aural (written exam)

Musicology seminars/research

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Musicology Assignment	20	Term 1	20	Term 1
Half Yearly Exam (Prac)	10	Term 2	10	Term 2
And Listening	10	Term 2	10	Term 2
Composition	20	Term 3	20	Term 3
Yearly Exam Performance	20	Term 4	20	Term 4
Listening	20	Term 4	20	Term 4
Total %	100		100	

PHOTOGRAPHIC & DIGITAL MEDIA

Option 1: Year 9 Digital Photography – Year 10 Digital Media

OPTION 1

AIM

The course builds on the Stage 4 Visual Arts mandatory course and provides specialised learning opportunities for students to understand and explore the nature of photographic and digital media as important fields of artistic practice, conceptual knowledge and technological procedure.

CONTENT

The technological, artistic and theoretical development and making of photographs and digital works. The role of the artist as photographer and digital artist, use of these forms in society and the intended audience. Forms include film, video, internet, multimedia, wet photography and digital media.

Year 9 – Students will create art works using digital photography, image creation and manipulation with Photoshop and videomaking.

Year 10 – Students will extend their skills learnt in Year 9 then develop additional skills through making video in a studio environment, blue screen and chroma-keying, special effects and animation, interactive and animated DVD authoring, delivering video through Flash and over the internet, using Adobe Creative suite products.

Assessment will be based on creating a music clip, art works based on fantasy themes and a major work using student's preferred media.

ASSESSMENT STRATEGIES

- a) Portfolio of photographic and digital works
- b) Research projects
- c) Visual Arts Process Diary (VAPD)
- d) Investigations/reports/presentations

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Practical Task and Research Task	20	Term 1	20	Term 1
Written Exam Self Assessment	10	Term 2	10	Term 2
	5	Term 2	5	Term 2
Visual Presentation and Oral	20	Term 2	20	Term 2
Practical and Research Task	20	Term 3	20	Term 2
Yearly Exam Portfolio Presentation	10	Term 4	10	Term 4
	15	Term 4	15	Term 4
Total %	100		100	

PHOTOGRAPHIC & DIGITAL MEDIA

Option 2: Year 9 Digital Photography – Year 10 Wet Photography OPTION 2

AIM

Students will develop an understanding of practice, the conceptual framework and the frames as they relate to making and critical and historical interpretations of the field of photographic and digital media.

Students will experience a sophisticated level of understanding of wet photography. Students will work to create bodies of works in a variety of expressive forms such as, installations, documented forms, and sequencing. Works will be photographed using SLR cameras and Black and white film. Students will learn advanced film and photographic techniques, darkroom practices and will develop a photographic portfolio.

Students will have the opportunity to view photographic exhibitions, the Art Gallery of NSW, enter a range of photographic competitions and have their works displayed throughout the school.

CONTENT

Year 9 Units as in Option 1

Year 10 Units of Work

Unit 1 – Shapes and Shadows (duration 13 weeks)

Unit 2 – Installations/Documented forms (duration 13 weeks)

Unit 3 – Sequences (duration 13 weeks)

ASSESSMENT STRATEGIES

Assessments will be continuous and based on completed photographic works, VAPD entries, Research assignments, exhibiting of works and exams. School reports will show an assessment mark based on 60% practical work and 40% critical/historical study.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Timeframe	Year 10
		%
Photographic Body of Work – unit 1	Term 1	20
Photographic Body of Work – unit 2	Term 2	20
Photographic Body of Work – unit 3	Term 3	20
Assignment – unit 1	Term 1	10
Assignment – unit 2	Term 2	10
VAPD	Term 4	10
Yearly Exam	Term 4	10
Total %		100

PHYSICAL ACTIVITY AND SPORTS STUDIES

AIM

To enhance student's capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others. This course is designed to accelerate student's physical abilities in a variety of sports and exercise. It incorporates important aspects of student's physical, social and intellectual understanding.

CONTENT

- Foundations of physical activity
- Physical activity and sport in society
- Participation and performance

ASSESSMENT STRATEGIES

Based on student achievements in terms of interaction, goals achieved tests, exams, theoretical and practical assignments.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Written/practical tests/exams	50	Terms 1-4	50	Terms 1- 4
Observations	30	Terms 1- 4	30	Terms 1- 4
In Class Assessment	20	Terms 2- 4	20	Terms 2- 4
Total %	100		100	

TEXTILES TECHNOLOGY

AIM

The aim of Textiles Technology is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

A study of Textiles Technology provides students with:

- A broad knowledge of the properties, performances and uses of textiles in which fabrics, colouration, yarns and fibres are explored
- Knowledge of the ways in which different groups have used textiles
- A sense of the significance of the role textiles have played throughout history, satisfying both functional and aesthetic needs
- An ability to produce practical projects which encompass investigation and experimentation to reach design conclusions

CONTENT

Project work forms the basis of every unit of work. Projects will be initiated from the following focus areas:

- Apparel
- Furnishing
- Costume
- Textile art
- Non apparel

and contain the areas of study of Design, Properties and Performance of Textiles and Textiles and Society.

ASSESSMENT STRATEGIES

A range of assessment strategies will be employed in assessing the students outcomes. These may include:

- Assessment of Practical Project
- Research project
- Written/practical tests
- Observations
- Peer and self assessment
- Journals
- Presentations

A weighting of approximately 60% will be attributed to the production of practical projects whilst 40% will be determined from theoretical aspects and tests.

VISUAL ARTS

AIM

To encourage the exploration of the student's immediate and extended environment through exploring, developing, and presenting ideas. Students will discover and pursue talent as an individual as well as express and communicate ideas and feelings. They will develop skills in making artworks in a variety of media and learn to analyse artworks using historical and critical study.

CONTENT

Year 9 Units of Work

Unit 1 – Shapes of the City - Photography Installation

Unit 2 – Animalia - Illustration

Unit 3 – Still Life – Painting

Year 10 Units of Work

Unit 1 - Ancient to Now – large Ceramics scale Ceramics

Unit 2 – A Sense of Place - Painting / Mixed Media

Unit 3 – the Figure in the Urban Landscape– Stencilling, T-shirt Making, Photography, 3D Carving

ASSESSMENT STRATEGIES

Assessment will be continuous based on completed artworks, VAPD entries, research assignments, class tests and exams. School reports will show an assessment mark based on 60% artmaking and 40% critical/historical study.

REPORTING ON STUDENT ACHIEVEMENT

Strategies	Year 9	Timeframe	Year 10	Timeframe
	%		%	
Completed artworks	20	Term 2	20	Term 1
Completed artworks	20	Term 3	20	Term 3/4
Completed artworks	20	Term 4	20	Term 4
Assignment 1	10	Term 1	10	Term 2
Assignment 2	10	Term 2	10	Term 3
Assignment 3	10	Term 3		
VAPD	10	Term 4	10	Term 4
Yearly Exam			10	Term 4
Total %	100		100	