

KNOWLEDGE IS POWER

Cowra High School



Junior Prospectus

Year 9 2024 – Year 10 2025



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LETTER TO STUDENTS

Dear Student

Years 9 and 10 provide you with the first opportunity to begin personalising your education to match your interests and aspirations beyond school. There is no doubt the next two years will be challenging, exciting and rewarding. They are the next steps on your journey of independence into the wider world beyond school as you further develop skills and most importantly your ability to be a successful, critical and creative thinker.

Teachers at Cowra High School are committed to working with you to achieve your goals. You will experience an inspiring learning environment in which to complete the next four years of schooling.

You should be starting to think about and plan for your future as you select your elective subjects. As an aspirational school, we will set increasingly high expectations and be dedicated to ensuring you achieve your full potential in the Higher School Certificate in four years.

Each of you will need to make choices about elective subjects over the coming weeks. We have organised this booklet so that you and your parents will develop a clear understanding of the compulsory subjects and the wide range of electives on offer over the next two years.

Selections need to be made online by **Friday 25th August**.

I look forward to following your progress and ensuring that you are engaged and challenged to continue to learn. My passion is for all students to complete Year 10 prepared for further education, training and work.

Good luck with your selections.

With my warmest regards

Mrs Helene Hamilton
Principal
Cowra High School



STAFF DIRECTORY 2024

Principal

Deputy Principal - Wellbeing

Deputy Principal

Year 9 Student Adviser

Careers Adviser

Mrs Helene Hamilton

Mr Anthony Hamer

Ms Megan Robinson

Ms Bernadette Tait

Mrs Prue Williams

HEAD TEACHERS

English / CAPA

Humanities

Mathematics

Science

TAS - Technology and Applied Studies

Support

PDHPE

Mrs Melinda Rowston

Mr Charles Rushworth

Mrs Elicia Yates

Ms Melissa Pomeroy

Ms Hollie Noble

Mr Sean Leyland

Mrs Alison Buckley



PROSPECTUS INFORMATION

This booklet contains information relating to courses of study for Years 9 and 10 in 2024 and 2025. To satisfy the NESA, NSW Education Standards Authority requirements for the Record of School Achievement (RoSA), students must:

1. Study English, Mathematics, Science, Human Society and Its Environment (HSIE) and Personal Development, Health & Physical Education (PDHPE) in Years 7-10; and Sport
2. Satisfactorily complete studies in Languages Other Than English (LOTE), Creative Arts (Music and Art) and Technology & Applied Studies (TAS) in Year 7 and 8.

Elective Subjects

In making your selection, please consider the following:

- (i) Which subjects are you INTERESTED in and/or are GOOD at?
- (ii) Which subjects may be helpful to SENIOR school subjects?
- (iii) Which subjects would be beneficial for particular JOBS or CAREERS?

Whilst it is the intention of Cowra High School to offer the widest possible range of elective subjects, it is not possible to guarantee that all students will be able to get all their subject choices. However, every effort will be made to accommodate the widest possible range of choices.

Making Subject Selections

There are three steps to the selection of elective subjects for Year 9 and 10.

STEP 1: Complete the selection form. Prioritise your subjects 1 to 5 (1 being first preference, 2 – second preference and so on).

STEP 2: Subject selections must be completed online at <https://my.edval.education> by the end of lunch **Friday 25 August**. Your individualised web code is located on your child's subject selection sheet. This will be handed out on subject selection night.

STEP 3: Once this form is completed and signed by both the student and parent/caregiver, students will be required to return this sheet to Ms Robinson or the school office.



Eligibility of RoSA

From 2012, eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). More information about the RoSA can be found at:
<http://www.boardofstudies.nsw.edu.au/rosa/>

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

To qualify for the award of RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and completed Year 10.

Literacy and Numeracy Test - RoSA

Students intending to leave school can take optional online literacy and numeracy tests. The tests are for students who intend to leave school before completing their HSC. They are designed to show an overview of a student's level of achievement in these areas. The tests can be conducted at any time. The tests are optional so students must inform the school if they wish to sit the test.

HSC Minimum Standard

A minimum standard of literacy and numeracy is required to receive the HSC from 2020 to reflect the importance of literacy and numeracy for success in daily life. HSC students will need to meet the HSC minimum standard in three areas – reading, writing and numeracy.

School Attendance

Students attend until the final day of Year 10 as determined by the school system concerned or by the Principal of non-systemic schools.



'N' Determination

'N' Determinations are issued for the non-completion of requirements in a course. Most common reasons for the issue of warnings is for low attendance, non-completion of class work and non-completion of assessment tasks. Warnings will be given in time for the problem to be corrected and will provide advice about the consequences of an 'N' Determination in a course.

Students who have not complied with the requirements at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' Determination.

Where a student fails to satisfactorily complete a mandatory Stage 5 Course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10.
- may be ineligible to enrol in Year 11 Courses.



CORE SUBJECTS

Australian Curriculum History and Geography

English

Mathematics

Personal Development, Health and Physical
Education

Science

Sport



Australian Curriculum History and Geography

Course description

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

What students learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Years 9–10

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Course description

History develops in students an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the History Years 7–10 syllabus.

What students learn

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Years 9–10

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.



English

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English K–10, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Students develop foundational literacy skills in the early years and progressively build on these skills. This enables them to learn about and control language in a range of increasingly sophisticated contexts.

Aim

The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Mandatory curriculum requirements 7–10

The mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA) include that students:

- study the Board developed English syllabus substantially in each of Years 7–10
- complete at least 400 hours of English study by the end of Year 10

Satisfactory completion of at least 200 hours of study in English during Stage 5 (Years 9 and 10) will be recorded with a grade. Students undertaking the English course based on Life Skills outcomes and content are not allocated a grade.

7–10 focus areas

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of reading, viewing and listening to texts, understanding and responding to texts and expressing ideas and composing text.



Mathematics

Course description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 9 and 10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

What students learn

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

There is **one** mathematics course in Years 9 and 10. It has three specific pathways. These pathways are:

STAGE 5.1

This course is designed for students who will achieve Stage 4 and Stage 5.1 outcomes during Years 9 and 10. It aims to build on and consolidate the students' basic mathematical knowledge and skills.

STAGE 5.2

Stage 5.2 content builds on and includes the content of Stage 5.1 and is designed for students who have achieved Stage 4 content by the end of Year 8. This course caters for students who wish to use their mathematics in the workplace or study Mathematics Standard for the HSC.



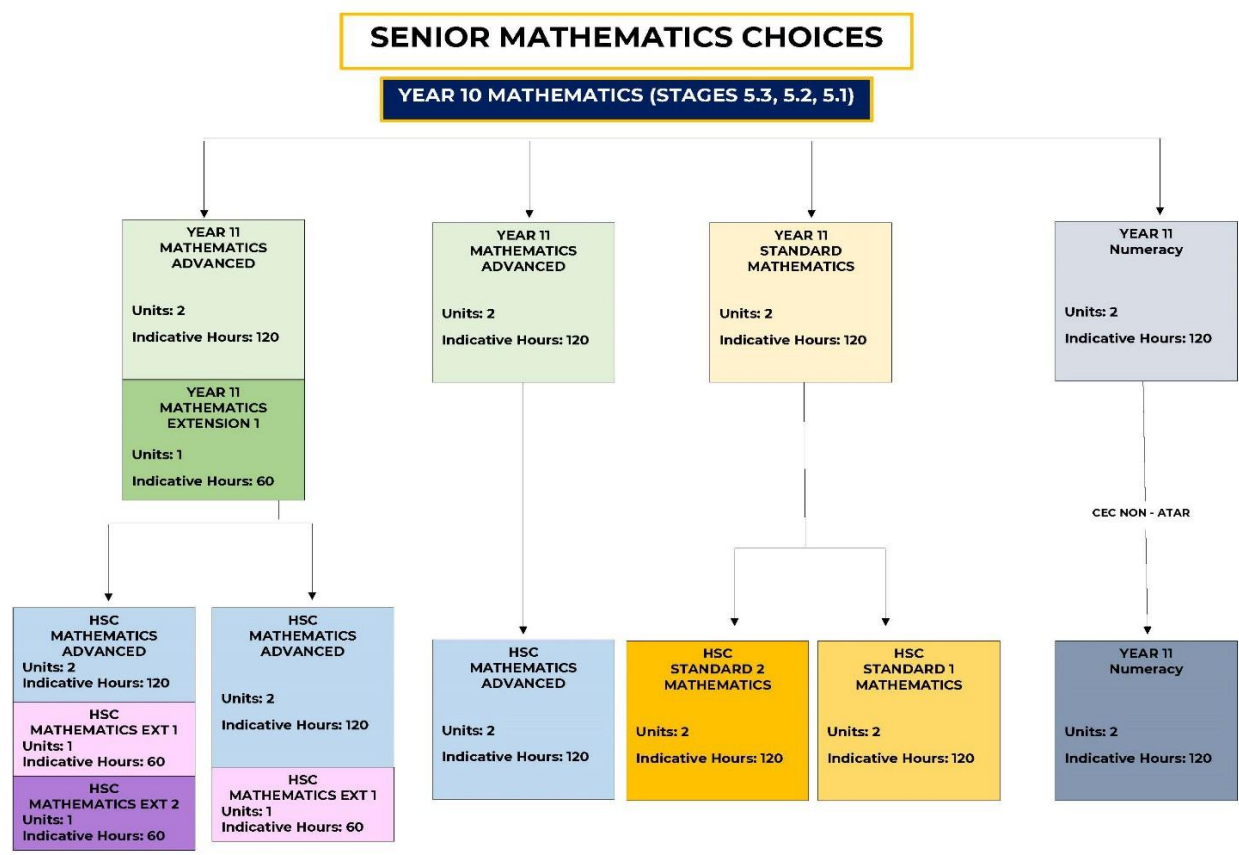
STAGE 5.3

Stage 5.3 content includes the content for 5.1 & 5.2 and is designed for students who have achieved Stage 4 outcomes during Year 8. This course is designed for students who work easily and quickly with more demanding mathematical concepts and will allow these students to study mathematics at the higher levels for the HSC.

The school will place students in the course best suited to their ability, based on the results of Year 8 assessment.

CALCULATORS

All three mathematics pathways require the use of a scientific calculator at all times. Each student needs to own a calculator and to have the calculator in class for each mathematics lesson. The preferred Casio calculators are available for purchase from the school office. Students will also need a mathematics grid exercise book.





Personal Development, Health & Physical Education (PDHPE)

Personal Development, Health and Physical Education contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of adopting & maintaining a healthy, productive and active lifestyle. PDHPE consists of both theory (health) and practical (physical activity) lessons over the two week timetable.

Theory lessons address a variety of adolescent health issues including mental health, understanding cultural differences, road safety education, body image and gender, sexual health, personal safety and child protection education. Students develop skills in recognising and responding to unsafe situations, establishing and maintaining cohesive relationships and seeking assistance to effectively deal with discrimination, bullying and harassment issues.

The practical components includes general physical activity and skills development through specific sports and modified games, Indigenous games, physical fitness testing and dance. It provides opportunities for student-centred learning and the encouragement of students to move competently and confidently in a range of contexts.

It is understood and accepted that in any physical education class there will be students with different abilities and anatomical strengths and weaknesses and a strong emphasis is put on active participation by all students. Students are required to get changed into their sports uniform for practical lessons for safety and hygiene purposes, and bring a workbook and netbook computer to theory lessons.

Students are required to change into their PE uniform for their practical classes only. Students are required to wear full school uniform on excursions and sporting trips (unless specific prior approval has been given by the Principal prior to the event). ***Students who do not meet dress code will be withdrawn from classes and Sporting Excursions.***

The required uniform includes:

- Sports polo shirt
- Navy blue shorts
- Navy blue track pants
- Sport shoes (joggers)
- Everyday polo shirt/shorts/hoodie

Course description

The Personal Development, Health and Physical Education (PDHPE) K-10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for



students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

What students learn

The PDHPE 9 and 10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

Health, Wellbeing and Relationships

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

Movement Skill and Performance

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Healthy, Safe and Active Lifestyles

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for the health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.



Science

Course description

The Stage 5 Science classes build on what they have learnt in Stage 4. In Stage 5 students will:

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens
- develop knowledge, understanding of and skills in applying the processes of Working Scientifically. Working scientifically includes:
 - Questioning and predicting
 - Planning investigations
 - Conducting investigations
 - Processing and analysing data and information
 - Problem solving
 - Communicating

Students will gain knowledge about the physical world, earth and space, the living world and chemical world, developing an understanding about the nature, development, use and influence of science.

Units Covered

When studying the Physical World students will apply models, theories and laws to explain situations involving energy, force and motion. They explain how scientific understanding about energy conservation, transfers and transformations is applied in systems.

When studying Earth and Space, students describe changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community. They explain how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.

When studying the Living World, a student analyses interactions between components and processes within biological systems. A student explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.

When studying the Chemical World, a student explains how models, theories and laws about matter have been refined as new scientific evidence becomes available. A student learns to discuss the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.



Sport

At Cowra High School sport and physical activity is a valued and accepted part of our schools curriculum, contributing to the development of the student as a whole. It provides a vehicle for social, physical, emotional and moral learning and is an important expression of our culture. The participation, enjoyment and skill development of our students is the cornerstone of the school sport/physical activity program. Our sports program utilises local specialist community members and facilities offering students a wide selection of recreational and competitive sports. Our sport program offers a variety of activities consisting of lawn bowls, golf, tennis, skateboarding, indoor sports, archery, cardio fitness, strength training, squash, life saving, water polo, water fitness, slide a hockey and oztag, plus a range of traditional sports such as touch, tennis, soccer, basketball and volleyball just to name a few.

On sport days students are required to wear their full sports uniform which includes:

Sports polo shirt

- Navy blue shorts
- Navy blue track pants
- Western/CHS jumpers
- Sport shoes (joggers)
- Everyday polo shirt/shorts/hoodie

Cowra High also aims to provide opportunities for students to participate in competitive team sports due to the personal development and social adjustment benefits that such participation provides. Cowra High School is part of the Western Area & Combined High Schools Sport Association, enabling challenging competition for both boys and girls in Years 7-12. The Western region and CHS competitions offer students representative opportunities to compete against schools across NSW in a range of sporting activities. From these competitions students are selected for NSW representation to compete against other states in national competitions. They also have the opportunity to compete against Combined Independent Schools (CIS) and Combined Catholic Colleges (CCC) at Australia's highest school sport level.

Term 1

- Swimming Carnival
- Athletics Carnival

Term 2

- Cross Country
- Cowra vs Camden High School 3 Day Sporting Exchange

Term 3

- CKC Cup
- PHP Perisher Ski Trip

Students are required to be in full school uniform at all times. Students are required to change into their PE uniform for those classes only. Students are required to wear full school uniform on excursions and sporting trips (unless specific prior approval has been given by the Principal prior to the event). **Students who do not meet dress code will be withdrawn from classes.**



ELECTIVE SUBJECTS

Aboriginal Studies
Agricultural Technology
Automotive Stage 5 VET
Child Studies
Commerce
Dance
Drama
Food Technology
Global Geography
History - Ancient to Modern
Japanese
Manufacturing Stage 5 VET
Music
Photography & Digital Media
Physical Activity and Sports Studies
Textiles and Design
Visual Arts



Aboriginal Studies

Aboriginal Studies is an interesting course which covers the history, identities and culture of Aboriginal and Torres Strait Islander peoples. It provides students with the knowledge and skills to understand and appreciate different cultures. The course is suitable for both Aboriginal and non-Aboriginal students.

The core topic of Identity and Aboriginality in Australia Today looks at both the shared features and the diversity of Aboriginal experiences and cultures. There are then a number of elective themes which can be chosen for study, such as Aboriginal literature, Aboriginal languages, Aboriginal participation and representation in the media, Aboriginal visual and performing arts, Aboriginal life stories and Aboriginal participation in sport.

Where possible students get to work with visiting Aboriginal artists, musicians and dance groups. Excursions are also included to local Aboriginal sites, Aboriginal organisations and the National Museum.

Aboriginal Studies is also offered in Years 11 and 12 and is accepted for university entrance. It is recommended for anyone anticipating a career requiring "people skills", eg. law, medicine, welfare, nursing, police force, politics, journalism, teaching, social work and the public service.



Agricultural Technology

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. The local environment should be considered when selecting enterprises, as well as the intensive and extensive nature of enterprises to be studied.

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

This course attracts a fee of \$30.

Automotive Stage 5 TVET



TVET Course Snapshot

Location
C Block
Cowra TAFE Campus

Dates
WEDNESDAY weekly 9am to 3.00pm

Duration
2024: Terms 1-2

Note
This is for students in STAGE 5 (Yr 9 and 10);
Course outcome is Certificate I in Automotive

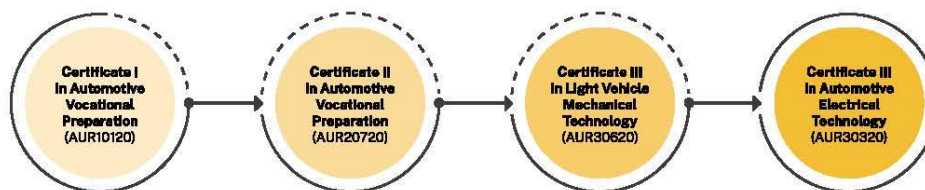
Automotive – Mechanical or Vehicle Body



Get your automotive career on the fast track. This course will teach you the skills and knowledge you need to work in the automotive industry or to perform minor service and preparatory work for light or heavy vehicles. So put your career in top gear with a TVET course.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> Do you like all things automotive and modern engine related? Do you enjoy physical, hands-on, and practical work? Do you enjoy problem solving and working with technology? Are you looking for a rewarding career in a progressive industry? 	<ul style="list-style-type: none"> Work with electrical and mechanical components and systems Use tools and equipment to complete removals, inspections and refitting of automotive components Carry out workplace tasks safely and effectively. 	<ul style="list-style-type: none"> Trades assistant Vehicle service assistant Automotive service assistant Trainee service person Vehicle body repair assistant Vehicle detailer, refinishing assistant or trim assistant Automotive trainee and/or automotive apprentice.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

The units of competence that will be delivered as part of this course option will be listed in the EVET system for your chosen location or delivery pattern. You should consider the full EVET details, including units, location and other requirements with your school before accepting the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other nationally recognised training.



Units of Competency

AURAEA001 Identify environment and sustainability requirements in an automotive service or repair workplace

AURASA001 Apply automotive workplace safety fundamentals

AURETR103 Identify automotive electrical systems and components

AURLTA101 Identify automotive mechanical systems and componets

AURLTJ113 Remove, inspect and refit light vehicle wheel and tyre assemblies

AURTTA009 Carry out mechanical pre-repair operations

AURTE003 Remove and tag engine system components

⁴ Source: Employment forecast data from TAFE NSW - Strategy and Research 2022 and Deloitte Access Economics 2022. Not all NESA syllabuses provide a full qualification outcome. Depending on the syllabus and your chosen pattern of study, you may achieve a full qualification, or you may achieve a Statement of Attainment towards a qualification. At the end of your studies, you will receive a transcript of achieved competencies. For more information on locations and courses offered, please speak to your careers adviser.



Child Studies

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Students will have the opportunity to explore this interrelationship of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

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

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.



Commerce

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, and political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

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

Across the 200 hour course students will study four core topics and up to eight option topics.

Core Topics

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

Option Topics

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



Dance

The dance course offered to students focuses on developing basic movement skills in a variety of dance styles. Students will learn valuable skills in dance such as technique, performance skills, flexibility, composition and confidence building.

Dance can take students into a range of career options including teaching, performing, administration, choreography and other exciting prospects in the performing arts world.

Dance involves:

Composing your own dances as well as learning set pieces that have been choreographed by others.

Learning about dance technique, correct body alignment and safe dance practices which help you develop your ability, flexibility and strength.

Learning about dance history and the study of famous choreographers and their dance techniques.

The opportunity to learn a variety of dance styles from jazz, funk, tap, musical theatre, classical ballet, modern, contemporary, tribal and many traditional dances from around the world.

Opportunities to perform in front of audiences at Western Region Dance Festival, eisteddfods, school productions and school assemblies.

The course is divided into three areas: Performance, Composition and Appreciation. Students will be assessed in these three areas which mainly involve practical work, book work and assignments, as well as participation, effort and conduct. A more detailed description is given to students at the beginning of the course.

Dance is available as a Preliminary and HSC course. The Year 9 and 10 course leads into the Higher School Certificate.

This course attracts a fee of \$20.



Drama

The aim of Drama is to engage and challenge students to maximise their dramatic abilities and enjoyment of theatre.

Stage 5 Drama is an exciting practical course. Primarily students explore the elements of Drama through making and performing, as well as appreciating the meaning and function of theatre.

As a practical subject, students perform a range of assessments on stage that involve scripted scenes plus the development of their own work. Students learn the elements of drama through playbuilding (group work), as well as other dramatic forms such as Commedia Del Arte, Street Performance, American Drama and Physical Theatre. Written tasks involve the exploration of plays and reflection on performances.

Students are required to purchase a Visual Art Diary to use as a logbook.

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

All students undertake a unit of Playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

This course attracts a fee of \$20.



Food Technology

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food.

Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

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

This course attracts a fee of \$120 for the purchase of ingredients.



Global Geography

Geography is a study of the world as it is now, the people who live in it and the ways in which they adapt to their present environment. Climate, for example, has a profound effect on the activities of all people. Geographers develop an understanding of the world in which they live.

The study of Geography can be pursued academically at higher levels of education, however, a basic understanding of the natural and cultural environment is important for everyone and useful in any walk of life.

The Geography course in Years 9 and 10 builds upon and further develops the skills and knowledge learnt in Years 7 and 8. Areas of study include the water cycle, landforms, oceans, food producers, and Australia's economic, cultural and sporting links with the world, managing environments, natural disasters and overseas communities. These are then applied to the study of Australia as well as different areas of the world.

The course aims to further develop students' knowledge of the world. Throughout the course the development of geographical skills continues. This should help students to cope with and enjoy the environment in which they live. Netbooks will be used extensively in this subject, as will the use of GIS software.

By the end of the course students should have an understanding of the dominant characteristics of landscapes from around the world and in Australia, the inter-relationship of people and the environment in which they live and Australia's place in the modern world.

As far as possible an interesting hands on approach will be adopted throughout the duration of this course using a wide range of activities. A coastal ecosystems excursion (which includes a learn-to-surf component) will be organised if there is sufficient interest from students.



History – Ancient to Modern

Ancient to Modern is the study of human societies from prehistory to the modern day. It is an informative, challenging and exciting course that aims to cover content not included in the mandatory History course. This could include:

- Ancient Rome or Greece
- Preserved human remains
- Knights and castles
- The Vikings
- Ancient
- Language Coins
- Hero's and
- Villains Weapons
- Ned Kelly
- Nazi
- Germany
- The Assassination of JFK

The course is aimed at those students who have a passion for history. They will be given an opportunity to complete a passion project on a topic of their choice. As such, this is a great subject for students who are looking to prepare themselves for their senior years of schooling. It will allow students to develop important skills in research, communication, presentation and critical thinking. This also prepares students to study Ancient and Modern History in Years 11 and 12.



Japanese 日本

Japanese study in Years 9 and 10 is a subject that focuses on being able to learn to understand and communicate in Japanese. Whilst the subject continues on from what students may have studied in Year 7, it does not assume you remember or know any Japanese. Any student is able to study and excel at Japanese if they are interested in the language or culture.

Japanese is an academic course with the aim of the developing student understanding of the language to be able to freely communicate in Japanese using the script and the spoken word. Additionally, it is to prepare students with senior study skills. As an academic subject, the study of foreign languages helps students develop problem-solving skills, memory, confidence and flexibility in thinking. As Japanese studies a foreign language and how that language is constructed, students also come to understand the rules and structure of the English language better.

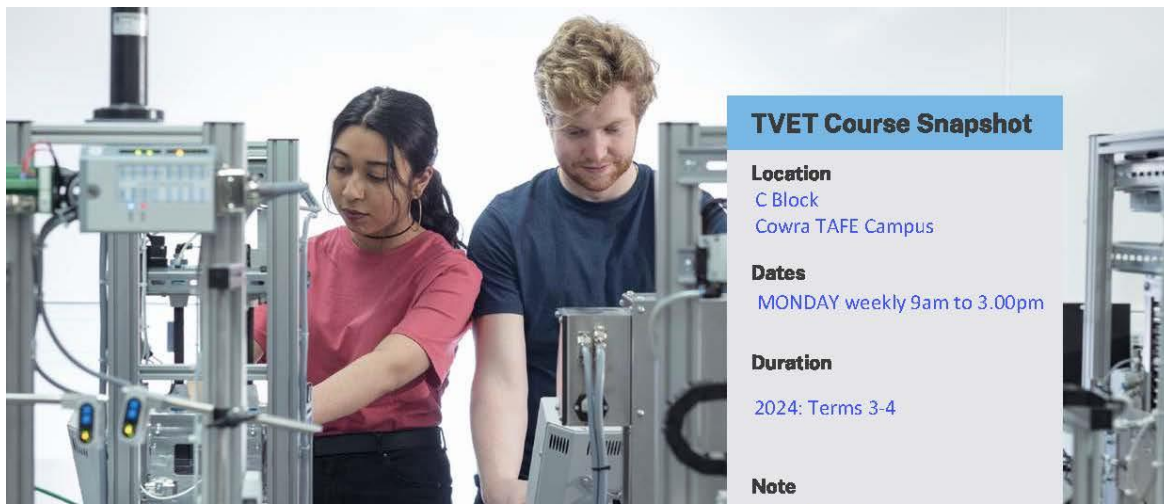
Whilst the focus of the course is on understanding the language, students will be able to participate in cultural experiences. Using *hashi* (chopsticks) when eating *washoku* (Japanese food), experiencing *matsuri* (festivals), reading *manga* (comics) and participating in *ensoku* (excursions) are some examples of the unique experiences studying Japanese in Stage 5 offers to students.

NOTE: By completing Japanese in Year 9 and/or Year 10, you will be required to select Japanese Continuers, should you choose to study a language in stage 6

The additional opportunities that students can experience by choosing Japanese for Stage 5 will assist students in being able to understand and communicate in the language better than strictly studying the language in a classroom environment.

This course attracts a fee of \$20.

Manufacturing Stage 5 TVET



TVET Course Snapshot

Location
C Block
Cowra TAFE Campus

Dates
MONDAY weekly 9am to 3.00pm

Duration
2024: Terms 3-4

Note
This is for students in **STAGE 5 (Yr 9 and 10)**;
Course outcome is Certificate I in Manufacturing Pathways

Engineering and Manufacturing



Are you the sort of person who likes to pull things apart to see how they work? Do you constantly find yourself thinking of a better way to construct things? Then this TVET Engineering course is for you. You'll learn how to complete a range of engineering and manufacturing tasks, like welding and machining, and learn to use engineering tools and equipment to produce or modify objects, setting you up for a varied and fulfilling career.

Is it right for you?	Possible industry skills	Potential career pathways
<ul style="list-style-type: none"> Are you curious about how things work? Do you enjoy technical and mechanical activities? Do you like to think outside the box to find the best solution? Do you love gadgets and machines? 	<ul style="list-style-type: none"> Work with hand and power tools Perform engineering measurements Perform manual metal arc welding tasks Use workshop machines Complete a basic engineering project Maintain environmentally sustainable work practices Maintain occupational health and safety in the work environment. 	<ul style="list-style-type: none"> Engineering technician Fabrication tradesperson Mechanical fitter.

Example of possible course pathways



For more information on locations and courses offered, please speak to your careers adviser.

The units of competence that will be delivered as part of this course option will be listed in the EVET system for your chosen location or delivery pattern. You should consider the full EVET details, including units, location and other requirements with your school before accepting the EVET Offer provided to you by your school as part of the EVET course acceptance process. Partial completion comprises a range of Units of Competence from the qualification identified; these may contribute to completion of the full qualification or to other nationally recognised training.



Units of Competency

MEM03001B Perform manual production assembly

MEM05007C Perform manual heating and thermal cutting

MEM05012C Perform routine manual metal arc welding

MEM18001C Use hand tools

MEM18002B Use power tools/hand held operations

MSMPCI101 Adapt to work in industry

MSMPCI102 Apply effective work practices

MSMPCI103 Demonstrate care and apply safe practices at work

MSMPCII298 Make an object from metal



Music

Elective Music in Years 9 and 10 involves the study of music through three main areas:

1. Performance
2. Composition
3. Listening

As part of the performance strand students are expected to major in one instrument. Every student will be encouraged to learn an instrument which will enable students to actively participate in class performances.

Familiarity with performance techniques will assist students with the composition strand of the course. Every student is expected to compose in a manner which displays an understanding of the Concepts of Music ie; melody, rhythm and harmony.

Students will be exposed to an extensive range of listening material ranging from Baroque, Classical Romantic, 20th Century music as well as pop and rock music. Students' knowledge and understanding of the history and traditions of music will help develop their performance and composition skills.

In general, Elective Music is for students who wish to learn to perform and compose music in a variety of styles. While no prior music experience is necessary, students who do not wish to actively participate in music performance and composition should not choose this subject.

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Students study the Concepts of Music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) through the learning experiences of performing, composing and listening, within the *context* of a range of styles, periods and genres.

The Elective course requires the study of the compulsory topic, Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

This course attracts a fee of \$25.



Photography & Digital Media

Elective Photography and Digital media course in Years 9 & 10 involves two main area:

- To make photographic and digital works
- To interpret photographic and digital works critically and historically.

The students will create a portfolio of photographic and digital works through experimenting with different practices and procedures informed by an understanding of the materials, techniques and conventions of photographic and digital forms.

Students will explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures. The three fields in focus are

- Still Interactive and Moving.
- Critical and Historical Study

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Students experience the enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

This course attracts a fee of \$65.



Physical Activity and Sports Studies (PASS)

This subject provides a comprehensive study of physical activity and movement. Students will study the way the body functions in relation to human movement and sports performance as well as the social issues related to physical activity and its role in the lives of the individual and Australian society. There is a focus on fundamental movement skills and their role in order to enjoy participation and to achieve performance goals.

PASS explores a broad range of physical activities and the many possible contexts in which individuals can incorporate these into their lifestyle. The course includes study of lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy remediation.

Topics covered include:

- anatomy and physiology,
- sports technology and sports analysis
- types of training and energy production, exercise science
- the history of sport and the study of current; and topical issues in sport.

Students are required to change into their PE uniform for their practical classes only. Students are required to wear full school uniform on excursions and sporting trips (unless specific prior approval has been given by the Principal prior to the event). **Students who do not meet dress code will be withdrawn from classes and Excursions.**

The required uniform includes:

- Sports polo shirt
- Navy blue shorts
- Navy blue track pants
- Sport shoes (joggers)
- Everyday polo/shorts, hoodie

Students get the opportunity to take part in sporting excursions such as skiing and outdoor recreation activities as well as major sporting events.

PASS requires participation in physical activity. It allows students to develop a foundation and strong knowledge base associated with senior (Year 11 and 12) PDHPE. It is aimed at students who are interested in the scientific, social, cultural and specific performance aspects of exercise, sport and physical activity.

PASS is the ideal choice for students who enjoy physical activity (as it has a large practical component) and who may be interested in recreation, physical activity, sport and health related fields of employment including the areas of nursing, medicine, physiotherapy, exercise physiology, diagnostic imaging, paramedics, sports coaching, dietetics, health work, sports administration or even as a professional athlete.



Textiles and Design

Textiles Technology enables students to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

Textiles Technology acknowledges and embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium, including that of Aboriginal and Torres Strait Islander Peoples. These historical and cultural uses of textiles continue to influence contemporary designers today and students examine design features characteristic of a variety of different cultures and use them as sources of inspiration in textile projects where appropriate.

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques. Project Work that includes investigation and experimentation enables students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences applying contemporary technologies in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Students investigate the work of textile designers and from this research make judgements about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items. Students are challenged to transfer knowledge to new situations and projects, building on technical skills and past experiences. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry are addressed, with an emphasis on their economic, social and environmental consequences.

This course attracts a fee of \$50.



Visual Arts

Elective Art in Years 9 and 10 (Stage 5) involves a variety of ways of making & studying artworks, with an emphasis on artmaking. The two main areas of study are:

- Artmaking
- Critical and Historical Study

Artmaking is the hands on section of the course. Students will continue to develop skills and strong art studio practice. They will enjoy exploring, experimenting & making artworks in a variety of ways. This process encourages students to express and communicate their ideas in a visual form & develops their capacity to see, think and feel. These activities could include:

- 2D print making, painting, drawing and photography
- 3D sculpture, ceramics and installation
- 4D performance art/video and animation

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Students experience the enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists, including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Critical and Historical Study complements the artmaking component by giving students the skills to appreciate & understand artworks and their visual world. Students will be encouraged to become art critics and historians by studying student artworks, professional artists, exhibitions and visual media in their daily lives.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

This course attracts a fee of \$50.



SUBJECT SELECTION SHEET

Name: _____

Date: _____

Year 9, 2024 / Year 10, 2025

STEP 1:

Complete the table below. This will provide the information we require to form groups or 'lines' of electives based on the demand for courses. At this stage subjects which do not attract sufficient interest will be eliminated.

TIME TO SELECT

From the following list please choose the FOUR elective courses in order of preference you would like to study over the next two years. To choose a subject, number the boxes from 1 to 4 (1 being first preference, 2 – second preference and so on). Number FOUR subjects only.

	Aboriginal Studies
	Agricultural Technology
	Automotive (TVET)
	Child Studies
	Commerce
	Dance
	Drama
	Food Technology
	Global Geography
	History ~ Ancient to Modern
	Japanese
	Manufacturing Stage 5 (TVET)
	Music
	Photographic & Digital Media
	Physical Activity & Sports Studies
	Textiles and Design
	Visual Arts

Student's Signature: _____

Parent/Caregiver's Signature: _____

STEP 2:

Subject selections must be completed online at <https://my.edval.education> by the end of lunch **Friday 25th August**. Your webcode #####. This will be given to you.

STEP 3:

Once this form is completed and signed by both the student and parent/caregiver, students will be required to return this sheet to Ms Robinson or the school office.

The deputies are available to assist with these choices as are your teachers and Head Teachers.