



**Vincentia High School
Subject Elective Selection
Handbook
Year 9 - 2022**

**Learning
For
Life**

MESSAGE FROM THE PRINCIPAL

Dear Parents and Students,

Vincentia High School is a dynamic school that has the resources and expertise necessary to provide opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

As a part of this process, we encourage our students to pursue their interest and abilities through our elective curriculum.

Students entering Year 9 are given the opportunity to elect subjects of interest to them. Vincentia High School is proud to offer a diverse range of subject electives for Years 9 and 10, designed to meet the passions, learning needs and learning styles of our dynamic student body. I encourage all students to consider their interests, their learning strengths and their broader abilities when they determine their preferences. By taking the time to seriously consider their electives now, students will be better placed to make more successful academic decisions as their schooling career continues.

In making subject choices, students should remember that the 200hr courses must be studied to a satisfactory standard for **two** years. Changes during this time are not usually feasible, so a wise choice is necessary. If students would like additional information they are encouraged to talk to their classroom teachers, faculty Head Teachers or their Year Adviser. By encouraging our students to make informed choices, we empower them to achieve.

The information contained in this booklet relates to subjects and units that may be available in the 2022 Stage 5 Curriculum. Availability of subjects will be at the discretion of the Principal and Curriculum Team in accordance with NESA and school requirements. The Stage 5 elective lines generated after the students have made their choices will reflect this student choice

Please read this book thoroughly.

Ms Ruth Winfield
Principal
Accredited Lead Teacher

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RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Department of Education follows curriculum courses as mandated by the NSW Educational Standards Authority (NESA). If students successfully complete Years 7 to 10 they are eligible for a Record of School Achievement (RoSA) credential, issued by NESA.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy BOSTES' curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or BOSTES.
- Completed Year 10.

Students are required to complete the following mandatory curriculum for the RoSA:

- English (500 hours by the end of Year 10)
- Mathematics (500 hours by the end of Year 10)
- Science (500 hours by the end of Year 10)
- Human Society and Its Environment (400 hours by the end of Year 10)
- Languages other than English (100 hours in a continuous one-year period by the end of Year 10)
- Technological and Applied Studies (200 hours in Years 7 and 8)
- Creative Arts (200 hours by the end of Year 10)
- Personal Development, Health and Physical Education (300 hours by the end of Year 10)
- Planned physical activity including planned weekly sport (150 minutes per week)
- Additional Studies (Electives) including Board Developed or School Developed Board Endorsed courses(400 hours)

Schools award each student who completes a Stage 5 course (except Life Skills and VET courses) a grade to represent that student's achievement. The grades are reported on the student's RoSA and range from A to E, based on performance descriptors as outlined for each Stage 5 course by NESA.

YEAR 9 AND 10 CURRICULUM STRUCTURE 2021–2022

In Years 9 and 10 students are required to study the mandatory subjects of:

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

At Vincentia High School students in Years 9 and 10 complete 400hrs of additional subjects (Stage 5 Electives).

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5 (Year 10) students should have completed 8 units (400 hours) of additional studies (RoSa approved Elective courses) and 200 hours of School Developed Interest Electives:

Two x 200 hours courses (2 x 4 units over two years)

OR

One x 200 hour course (1 x 4 units over two years)

And

Two x 100 hour courses (2 x 2 units over one or two years)

MAKING THE BEST CHOICE

This booklet contains information relating to all the electives being offered at Vincentia High School. Students and parents are asked to read the information and choose their elective subjects carefully.

Students should consider their interests and abilities when selecting elective subjects.

There are no pre-requisite elective studies in Year 9 or 10 that impact student studies in Year 11 and 12.

Vincentia High School further supports students in making informed choices with regards to their study through the Year 8 Subject Expo held during school time. Head Teachers from each elective course will be explaining their courses directly to all Year 8 students. At that time students can ask questions and look at resources that will help them get a better idea of what is involved in each of the courses.

In addition to this booklet students are encouraged to discuss their choices with their classroom teachers or Year Adviser, as well as parents and students in Years 9 and 10.

SUBJECT SELECTION PROCESS

Students will be required to select the RoSA approved electives to study in Years 9 and Years 10. These elective courses will be allocated to either Line X or Line Y. During the subject selection period in term 3, students will be asked to nominate their top FOUR elective subject preferences. It is essential that students indicate their choices in order of preference.

Students will have approximately one week to record their subject preferences. It does not matter how quickly within that week they make their preferences, although students are reminded that the ranking of their preferences is important for their confirmed subject list.

Please note that the offering of a subject is not a guarantee that the course will run. Final classes being run and their alignment on the timetable will be based on overall interest levels and whole-school constraints.

The electronic submission of subject choices is most important as it directs decisions regarding the viability of courses. Failure to submit an electronic subject choice may result in a student not receiving their higher prioritised subject choices and or may result in subjects being selected for students.

Subjects are selected electronically using the Edval Web choices system. Students will be issued a link and an individual code to make their choices on the following link: <https://web.edval.com.au/mysubjects>

It is imperative that students are aware of their DoE Student email address and login details. If they are unable to access their account they are encouraged to see the Librarian or their Year Adviser

TIMELINE

1. Term 3, Week 7 – Web Codes and link issued to students
2. Term 3, Week 8 – Online choices close

SUBJECT AVAILABILITY

Once the students have completed their preference lists, the Principal and Executive team consult to determine the final number of classes and subjects running.

If a student does not get enough classes from their selected preferences they will be interviewed and asked to re-prioritise in order to ensure they have the required classes to complete their studies in Years 9 and 10.

CHANGES TO SUBJECTS SELECTED

Students continue with their selected subjects from Year 9 into Year 10.

Only in extreme and special circumstances will changes to elective subjects be considered. Students seeking to change their elective subjects should consult their Deputy Principal.

SUCCESSFUL COMPLETION OF ELECTIVE SUBJECTS

By the end of Stage 5 (Year 10) students should have completed 8 units (400 hours) of additional studies (Board Endorsed Elective courses) and 200 hours of School Developed Interest Electives:

Electives – Year 9 2022

Subjects: ROSA Approved Electives

Aboriginal Languages and Culture (HSIE)	French (HSIE)
Agriculture (Science)	Marine Studies (Science)
Child Studies (PDHPE)	Music (CAPA)
Commerce (HSIE)	Photography (CAPA)
Drama (English)	Textiles and Design (TAS)
Food Technology (TAS)	P.A.S.S. (PDHPE)
Graphics Technology (TAS)	Visual Arts (CAPA)
History Elective (HSIE)	Visual Design (CAPA)
Industrial Tech. Electronics (TAS)	Industrial Tech. Timber (TAS)
Industrial Tech. Metal (TAS)	Dance (PDHPE)

RoSA Approved Electives Descriptions under

Key Learning Areas (KLA)

ENGLISH

Drama

Drama is a 200 hour course being offered in Years 9 & 10 to meet the needs of those students who enjoy the challenge of performing before an audience or are looking at creative arts career paths. This course is for students looking to build, not only on acting skills but also skills that are transferable to all workplaces including problem solving, interpersonal and communication skills as well as text analysis and presentation. No previous experience is needed, just a positive outlook and willingness to try new things.

The course involves gaining knowledge and skills related to:

- acting in various situations.
- improvising before fellow class members and before invited audiences.
- devising plays based on current issues, historical events, styles of theatre.
- enacting scripted plays.
- staging performances as an actor, a scriptwriter, a director and a designer.
- writing reviews of your own performance and that of others.

Emphasis is placed on active and collaborative participation, exploration of imaginative scenes and situations, performance and self-improvement.

Assessment: Practical - making and performing - 60% Theory - 40%



SCIENCE

Agriculture

Agriculture is an elective in which students will be given the opportunity to interact with their physical surroundings, including both plant and animal, and using these interactions, be able to better understand the systems that underpin all life on this planet. The specific programs that will be offered during Years 9 & 10 include:

Permagarden

Small-scale/high density 'backyard' flower, fruit and vegetable production based on a permaculture model.

Horticulture

Propagation of native plants from seed, cuttings and spores,
Hydroponics!

Landscaping

Simple use of plants and paving to enhance one's living space

The Built Environment

Skills to enable students to undertake, at a basic level, activities such as basic bricklaying, mud brick construction, footings, roofing etc. This program will run in conjunction with the continuing school farm-building program.

Animal Husbandry

Breeding, growing and processing of animals such as poultry and pigs from a viewpoint of 'backyard' production.



Marine and Aquaculture Technology

Students will study mandatory **Core Units**, these contain essential content. Optional modules contain content that is essential within that specific context:

Such as:

- *Water Safety*
- *General First Aid*
- *Maintaining Equipment Used in Water*
- *The Marine Environment*

Students will study five **Modules** in Year 9 and five **Modules** in Year 10 completing a total of 10 **Modules**.

The focus areas are taken from:

<i>Biology</i>	<i>Ecology</i>
<i>Aquaculture</i>	<i>Leisure</i>
<i>Employment</i>	<i>Management</i>
<i>General Interest</i>	



Contact: Mrs Gates
Head Teacher Science

HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

History Elective

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world.

It allows students to locate and understand themselves and others on the continuum of human experience up to the present.

History provides opportunities for students to explore human actions and achievements in a range of historical contexts.

Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.



Commerce

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

This subject develops in students an understanding of commercial and legal processes and competencies for personal financial management.

Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

**Contact: Mr Salahi
Head Teacher HSIE**



French

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning.

Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Contact: Mr Salahi
Head Teacher HSIE

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

Dance

The dance syllabus is a challenging and stimulating one which is divided into three major areas of study - ***Performance, Composition and Appreciation.***



1. **Performance** (50% of the course) deals with more than just performance for an audience. One part of it, the core section explores mainly the process of “*bodily competence*” and the development of “*knowing how*” to dance; the second part (the extension section) involves the “*interpretation*”. It is a non-stylistic means of preparing the body for dance with consideration for correct anatomical principles. The core is compulsory. Students then elect to study styles of dance in the extension phase of the syllabus.

2. **Composition** (25% of the course) is concerned with the development and use of concepts in the creative process as applied to dance.

3. **Appreciation** (25% of the course) is concerned with helping students make informed judgments on dance through study of the many historical perspectives of dance.

Dance styles covered - traditional, modern, classical, jazz, African derived modern dance styles, Aboriginal dance, ballroom dance styles and musical theatre.

Students will:

- develop skills and technique in dance.
- apply skills / techniques to Performance.
- develop and apply these skills for Composition.
- develop an understanding of Appreciation.
- develop performances - ‘Showcase’, ‘Southern Stars’.

Child Studies

This course is designed to give an insight into the realities of parenting and the development of children up to school age.

The course will consist of such topics as;

- Am I ready to be a parent?
- Pregnancy / Lactation.
- Weaning and Nutrition for babies.
- Growth and Development of a baby - birth to 5 years.
- Role of 'Play' in baby's development.
- Socialisation.
- Activities will include a visit to a Child Care Centre, food preparation and designing a 'baby toy'.

If you are interested in the development of children or perhaps even a future in the child care industry or teaching, choose Child Studies.



Physical Activity & Sport Studies

Physical Activity and Sport Studies is a 200 hour course being offered in Years 9 & 10 to meet the needs of those students who wish to extend their skill and interest beyond normal PD/Health/PE lessons.

The course has been developed in response to the growing amount of recreational time that we now have as a society. This growth has created a need for individuals with a wider knowledge and skill in sport and recreation.

The course encourages lifelong participation in sport through increased knowledge and skills and a heightened awareness of the positive benefits of physical activity.



This course is for those students who wish to direct their attention to recreational, health and fitness related studies. It will give an opportunity to obtain coaching, umpiring and first aid qualifications. Simply knowing how to play the game is not enough and the course will include both practical and theory activities such as the history of sport, care and prevention of injury and coaching techniques. Students considering this elective need to understand the importance of the theory aspect.

**Contact: Mr Raftery
Head Teacher PDHPE**

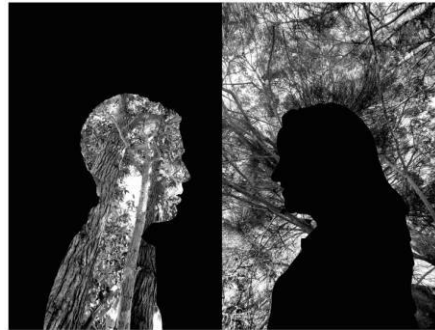
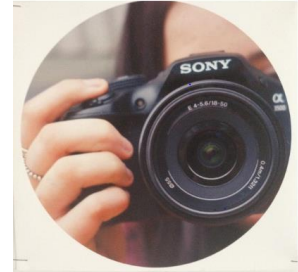
CREATIVE AND PERFORMING ARTS (CAPA)

Photography & Digital Media

Photographic and Digital Media offers students the opportunity to develop skills in black and white dark room photography as well as digital imaging techniques, manipulation, editing and film.

Students are encouraged to explore the history of Photography as well as contemporary photographic practices.

Photography students develop an extensive body of work that reflects their experience and understanding of the world. Their image making is enhanced by the study of visual representation, symbolism, design, narratives, subject matter, formats, stylistic representations and technology.



Visual Arts

The Visual Arts course is suited to all students who enjoy expressing their ideas and experimenting with materials and techniques.

This course builds on knowledge and skills learnt in Stage 4 and encourages students to investigate a range subjects and material practices.

Visual Arts students design and create an extensive body of work using media such as paint, drawing, sculpture and printmaking.

The study of historical and contemporary artists and their work is integrated with art making to enhance student's knowledge of the role of Art in the world.

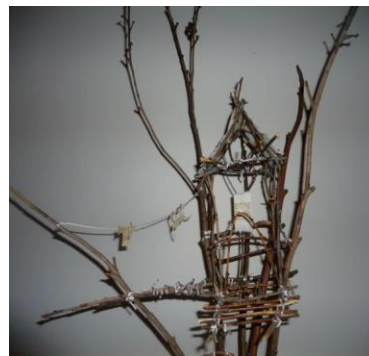


Visual Design

Visual Design enables students to experience the role of Artist/Designer in the consumer world.

Visual Design students design and construct objects, images and products that respond to a range of design needs including packaging, wearables, architecture and interiors, public and private spaces, furnishing, illustration, advertising and publications, toys and objects.

The study of historical and contemporary design practice is integrated with practical experiences to enhance student's knowledge of the role of designers in the world and the development of their own unique design style.



Music

Music in Stage 5 has three learning experiences:

- Performance
- Composition
- Listening.

This course is suited to all students who enjoy listening to and creating music.

No instrumental or Vocal experience is required prior to taking this course.

Experiences will include:

- Popular and Rock Music
- Music for Film, Gaming and Multimedia
- World Music
- Art Music
- Recording and Sound Production
- Looping, Sampling, Trigger pads and DJ Production
- Creating music using computer software and mobile apps



Contact Ms. Ryder - Head Teacher CAPA

LANGUAGES OTHER THAN ENGLISH (LOTE)

Learning another language fosters students' ability to think and reflect about the workings of language, and to develop mental flexibility and problem-solving strategies. It also increases opportunities and abilities to develop interpersonal skills and cultural awareness.

Aboriginal Languages & Culture – Dhurga

The study of Aboriginal languages encourages students to make the association between language, identity and land. The satisfaction of engaging with the study of Aboriginal languages and of developing communication skills in the language will contribute to all students; intellectual enrichment. Contemporary research establishes a clear link between the learning of languages and improved literacy skills for all learners. Providing all students with access to learning about Aboriginal languages also assists in the processes of reconciliation by increasing cross-cultural understanding between Indigenous and non-Indigenous Australians. For all students the Aboriginal Languages Elective will provide insights into the relationship between language and culture.

Students of this course will have the opportunity to participate in the following:

- Identify and maintain significant sites on Country. This will include the maintenance of a significant site at Wreck Bay Community with a cultural heritage officer and traditional owner.
- Cultural exchange with another Aboriginal Community as well exploring significant Aboriginal areas and sites within the Yuin Nation, the traditional lands of the Dhurga Language group.
- Traditional tool, art and artefact making, including:
 - the construction of a traditional Aboriginal fishing vessel
 - traditional baskets
 - traditional arts & crafts
 - resources for traditional games

This elective will lay a solid foundation for Dhurga Language Stage 6



TECHNOLOGICAL AND APPLIED STUDIES (TAS)

Textiles Technology

Fashion and Textiles Technology is a practically based course designed for those students interested in the world of fashion and design and who like project work, which is fun, and as creative as you want it to be. Textile projects give students the opportunity to be creative, independent learners and to explore the functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work, which is presented as a portfolio.



A minimum of four projects will be completed over Years 9 and 10 and will be chosen from the Focus Areas of Apparel, Furnishings, Costume, Textile Arts and Non-Apparel. Students will develop practical skills in designing, producing and evaluating current textile items including fashion items such as skirts, dresses, bag and PJ's. Students will be responsible for providing fabrics, notions and most patterns.

Food Technology



Food technology is another of the exciting, practical, real-life skills offered by the TAS faculty. It is a course that looks at the domestic, commercial and industrial applications of food. Students will learn the art of large scale catering and nutrition as well as design, research, communication and management skills.

It is a fact that many of the jobs for young people in the Shoalhaven are based around the tourism, and more specifically, the hospitality and food industries. This course will give students the skills that they can use to get a foot in the door for either part-time or full-time work in the future. Food Technology is also a logical stepping stone for students who wish to study courses such as VET Hospitality in their senior years.

Examples of the modules that make up the course include "Food and Fashion", "Food Service and Catering" and "Food and an Australian Identity", all of which are studied with an emphasis on "hands on" work that aims to instil in students practical skills that will last forever.

If you think you could use some real-life skills that have value in the Shoalhaven economy now and in the future, or even if you just like food, sign up for Food Technology now!



Industrial Technology - Electronics

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

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:

- simple robotic projects
- computer-based systems
- electronic controlled devices
- electronic circuits and kits components



Are you interested in electronics? Are you a student with a curious mind who likes to fix things and understand how they work? Do you prefer practical, hands on work at school to sitting behind a desk in a classroom the whole time? If you answered yes to any of these questions, then Industrial Technology – Electronics is the course you should choose.

Industrial Technology - Metal

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



Practical work in this subject 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 can include:

- sheet metal products
- fabricated projects
- metal machining projects
- artistic metal projects
- jewellery and accessories

Metalwork at Vincentia High School is going to be very exciting next year, with practical experiences that will surprise you. Our recently purchased CNC Plasma Cutter has opened up a world of potential using technology to produce high quality metal projects. As well as providing students with practical skills and experiences that will last a lifetime, we will be looking at projects that are outside of what you might expect...If you enjoy practical subjects, like a challenge or see your future in a trade, choose Industrial Technology – Metal.

Industrial Technology - Wood



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

Do you like to make things out of timber? Do you want to build up work-related skills? Do you enjoy using tools and learning in a 'hands on' way? Do you like theory work at school that relates directly to a practical task?

If your answer to any of these questions is yes, choose Industrial Technology Timber.

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

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.
- lathe work

Vincentia High School has a long tradition of strength in the area of woodwork. You can become a part of it!



Graphics Technology

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

The Graphics Technology Years 7–10 course includes Life Skills outcomes and content for students with disability.

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and

domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Contact Mr Newton
TAS Head Teacher

LIFE SKILLS COURSES

Students from Support Classes and students in mainstream classes with support needs can also participate in electives by completing Life Skills Courses for their chosen subject.

Students who decide to do the Life Skills option can participate in elective courses in different ways;

1. The student does the same work.
2. The student completes some of the class work and some of the assessment tasks.
3. The student completes a modified program of work.

