

# YANCO AGRICULTURAL HIGH SCHOOL



## Stage 5 Prospectus YEARS 9/10 - 2019/20

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## A Message from the Principal

### Record of School Achievement (RoSA)

From 2012, eligible students who leave school prior to receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential that allows students to accumulate their academic results until they leave school. This record indicates complete Stage 5 and Preliminary or Year 11 Stage 6 courses and grades, and participation in any uncompleted Preliminary or Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Additional information on the RoSA appears on the NSW Education Standards (NESA) website. Students should remember that all grades attained in Year 10 will appear on their RoSA document.

Stage 5 (Years 9 and 10) remains an important time for students and is the first time they receive the opportunity to elect to study subjects of their direct interest. The study of Agriculture at Yanco remains compulsory alongside the other compulsory core subjects. Remember, the NSW Government has now determined that the school leaving age is 17 years and that has implications for students, families and the school. The end of Year 10 is no longer considered an end point for education.

This Prospectus allows students to:

- **Understand the courses of study available** as well as any special requirements for those subjects, and
- **Make informed decisions about the subjects** they wish to study in Years 9 and 10.

The staff at Yanco Agricultural High School will help and support students achieve their personal best but it is the students, in consultation with their parents, who need to make the final decision regarding Year 9 and 10 electives.

Students should select subjects based on their **interests** and **abilities**. Students should **not** select subjects based on what their friends are doing, the teacher they think might be teaching a certain subject and, to a lesser extent, as a pre-requisite to their Year 11 and Year 12 studies. **(There are no pre-requisites for the senior subjects)**. It is important for students to select their most enjoyable subjects, as this will give them a positive attitude to all aspects of their studies and this positive attitude will then be carried on into the very important Years 11 and 12 at a later stage.

It is essential that students choose their elective subjects carefully ensuring they take into account their interests, abilities and career aspirations. Students may only have a short window of opportunity to change elective subjects in early Term 1, 2019. Changes may only be considered if places are available in alternative elective classes. The Careers Adviser, Year Advisers, Head Teachers and Class Teachers are available to provide information and advice to assist students and parents with this decision.

Enclosed in this booklet are the outlines of each of the elective subjects which may be offered next year. Please read them carefully so that you may discuss your son/daughter's choices with him/her. Parents and students should be aware that all subjects offered will not necessarily be able to form classes in 2019. Students' choices will indicate which of those offered will form classes. The subjects listed will not be offered if there are insufficient students choosing them.

I wish you well in your subject choices for 2019. Please choose wisely and for your own needs and interests and I am sure that the selections being made will enable each student to realise his/her potential at Yanco.

*Gary Hunt*  
*Principal*

## Mandatory Curriculum Requirements

To be eligible for the award of the Record of School Achievement (RoSA) and to have met the requirements of Stage 5, students must meet the following.

Mandatory Curriculum Requirements for the RoSA	
English	The Board Developed syllabus to be studied substantially throughout each of Years 7 – 10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7 – 10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7 – 10. 400 hours to be completed by the end of Year 10.
Human Society and its Environment	The Board Developed syllabus to be studied substantially throughout each of Years 7 – 10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each stage.
Languages Other than English	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7 – 10 but preferably in Years 7 – 8.
Technical and Applied Sciences	The Board Developed Technology (Mandatory) syllabus to be studied for 200 hours in Years 7 – 8.
Creative Arts	200 hours to be completed consisting of Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7 - 10

## **N-Award Warning Letters**

Students are required to complete daily work, assignments, assessment tasks, homework and other tasks in class to satisfy the Course Completion Criteria in every subject they undertake. If a student is in danger of not completing expected work, then an official NSW Education Standards (NESA) N-Award Warning letter must be sent.

Written warnings are issued regularly where required. N-Award Warning letters are sent as early as possible so that action can be taken by the student and his/her parents to overcome the situation. If work is not submitted as required a N-Award Warning letter is sent so that the parents firmly know the student is not completing the work that has been set. In terms of fairness, NESA insists that a student must be given the opportunity to correct the problem.

NESA N-Award Warning letters are NOT a punitive instrument. If the work requested for completion is completed, they are nullified. In the eyes of NESA – and in terms of natural justice - we must be seen to be giving students the opportunity to fairly redeem the situation.

## Subject Organisation in Years 9 and 10

In Year 9 you are able to select two subjects in addition to your compulsory subjects. The elective subjects are studied for two years.

### Your compulsory subjects are:

- English
- Mathematics
- Science
- Agriculture
- Personal Development, Health and Physical Education
- History
- Geography
- Career Education (no description included)

### You must select **TWO** elective subjects from the following list:

- Agriculture: Animal Management (Sheep and Wool Technology)
- Commerce
- Design and Technology
- Drone Basics (This is only available as an elective during Year 10)
- Equine Studies
- Food Technology
- History (Elective)
- Industrial Technology – Engineering
- Industrial Technology – Metal
- Industrial Technology – Timber
- Marine and Aquaculture Technology
- Music
- Physical Activity and Sports Study
- Textiles Technology
- Visual Arts

When selecting your elective subjects, it is important that you choose subjects that you enjoy rather than simply selecting subjects that your friends have chosen. You are moving forward in your schooling; therefore, you should start to consider subjects that might be relevant to the career you are aiming for when you leave school. So, it is essential that you take the time to think about what you are interested in studying, and what might help you to achieve your career goals.

While the school will try to arrange subject lines to suit the choices made by students, it is not always possible to cater for every combination of subjects. Some students may need to choose a different elective subject than what they initially preferred. There may also not be enough students who pick particular subjects; if there are insufficient numbers, the class will not run.

Mrs K. Seidel, Year Adviser

## Subject Contribution Fees 2019

<b>Subject</b>	<b>\$ Per Year</b>
Visual Arts	80
Food Technology	125
Industrial Technology - Engineering	115
Industrial Technology - Metals	115
Industrial Technology -Timber	115
Design & Technology	90
Drone Basics	The cost for this course will be finalised and announced prior to commencement in 2020
Textiles Technology	65
Music	40
Equine Studies	115
Animal Management	115
Information and Software Technology	30
Marine and Aquaculture Technology	30

# Mandatory Subject Details

## English

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

- Study the Board developed English syllabus substantially in each of Years 7-10, and
- Complete at least 400 hours of English study by the end of Year 10.

### Course Description

The study of English in Years 7-10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

### What will students learn?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.

### Record of School Achievement

Students who have met the mandatory study requirements for English during Years 7-10 will receive a grade for English for the Record of School Achievement.



# Mathematics

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

- Study the Board developed Mathematics syllabus substantially in each of Years 7-10, and
- Complete at least 400 hours of Mathematics study by the end of Year 10

## Course Description

The study of Mathematics in Year 7-10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students have the opportunity to develop increasingly sophisticated and refined mathematical understanding, fluency, communication, 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 present and future needs.

## What will students learn?

Students will learn to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes and be able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three substages of Stage 5 ([Stages 5.1](#), [5.2](#) and [5.3](#)) have been identified and made explicit in the syllabus. A large variety of 'endpoints' are possible in Stage 5. For example, some students may achieve all the Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes by the end of Year 10.

The table below outlines Stage 5 content recommendations in relation to current Stage 6 Mathematics Board Developed Courses.

Stage of Learning	Information	Pathway to Stage 6
5.1	This course is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.	Students who have successfully achieved outcomes at this level may attempt Stage 6 <b><u>Mathematics Standard</u></b> in Year 11 and 12.
5.2	This course builds on <b>and includes</b> the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8.	Students who have successfully achieved outcomes at this level may attempt Stage 6 <b><u>Mathematics Standard</u></b> in Year 11 and 12.
5.3	This course builds on <b>and includes</b> the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.	Students who have successfully achieved outcomes at this level may attempt Stage 6 <b><u>Mathematics Advanced</u></b> or <b><u>Mathematics Extension 1</u></b> in Year 11 and 12.

## Record of School Achievement

Students who have met the requirements of the mandatory study of Mathematics during Stage 5 (Year 9 and 10) will receive a grade for the Record of School Achievement.

## Science

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

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

### Course Description

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

### What will students learn?

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology. Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

### Particular Course Requirements

At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

### Record of School Achievement

Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.

## **Agricultural Technology**

Agricultural Technology is a mandatory course at Yanco Agricultural High School that is studied for 200 hours in Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

### **Course Description**

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

### **What will students learn about?**

The essential 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 or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

### **What will students learn to do?**

Students will spend approximately half of the course time on 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 skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

### **Record of School Achievement**

The satisfactory completion of 200 hours of study in Agricultural Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

## **Personal Development Health & Physical Education**

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of the Years 7-10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

### **Course Description**

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them advocate lifelong health and physical activity.

### **What will students learn?**

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life.

Learning in PDHPE reflects the dynamic nature of health, safety, wellbeing and participation in physical activity in the context of a diverse and rapidly changing society. It addresses health and physical activity concepts of importance to students and highlights the influences that contextual factors have on personal values, attitudes and behaviours. PDHPE provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The syllabus is designed to give all schools flexibility to treat sensitive issues in a manner reflective of their own context and ethos.

Through PDHPE students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

### **What will students learn to do?**

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem – solving, decision making, planning and moving.

### **Record of School Achievement**

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's Record of School Achievement.

# History

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

- Study the Board developed History syllabus substantially for each of Years 7-10, and
- Complete 100 hours of History in Stage 4 and 100 hours of Australian History in Stage 5.

## Course Description

History develops in young people 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 Years 7-10 History syllabus.

## What will students learn?

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 migrant experiences.

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 and interpretations 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.

## Particular Course Requirements

All students must complete a site study in Stage 4 and in Stage 5.

## The making of the Modern World and Australia

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914-18) and World War II (1939-45). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

### The Making of the Modern World

Depth Study 1 – Making a Better World? ONE of the following to be studied:

- The Industrial Revolution, **or** Movement of Peoples, **or** Progressive Ideas and Movements

Depth Study 2 – Australia and Asia ONE of the following to be studied:

- Making a Nation, **or** Asia and the World

Depth Study 3 – Core Study – MANDATORY Study Australians at War. World Wars I and II.

### The Modern World and Australia

Depth Study 4 – Core Study – MANDATORY Study Rights and Freedoms (1945 to present)

Depth Study 5 – The Globalising World. ONE of the following to be studied:

- Popular Culture, **or** The Environment Movement, **or** Migration Experiences

Depth Study 6 – School developed topic drawn from either of the overviews.

## Record of School Achievement

Students who have met the mandatory study requirements for History during Years 7-10 will receive a grade for History for the Record of School Achievement.

# Geography

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they 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.

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

- Study the Board developed Geography (Mandatory) syllabus throughout Years 7-10, and
- Complete 100 hours of Geography in Stage 4 and 100 hours of Geography in Stage 5.

## Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

## What will students learn about?

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

## What will students learn to do?

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

## Course Content

In Stage 5, students explore the following topic areas developed for the Australia Curriculum:

1. Sustainable Biomes
2. Changing Places
3. Environmental Change and Management
4. Human Wellbeing

## Record of School Achievement

Students who have met the mandatory study requirements for Geography during Years 7-10 will receive a grade for Geography on their Record of School Achievement.

# Elective Course Descriptions

## Agriculture: Animal Management (Sheep and Wool Technology)

### Course Description

Animal Management (Sheep and Wool Technology) is a two-year course offered in Years 9 and 10. The aim of this course is to provide for students who wish to enhance and extend their interests and abilities in sheep and wool. Students are encouraged to develop skills in research, collection and organisation of information; planning, organisation and management of sheep enterprises to meet market specifications. Students will develop a responsible, collaborative and confident attitude as a result of achieving outcomes. The course aims to encourage students to utilise and amalgamate skills learnt which will enable them to target market specifications in sheep enterprises. Students will develop communication skills that will enable them to effectively communicate at industry level, using the appropriate terminology. Students will also be able to effectively use industry-leading technology.

### What will students learn about?

In the first year of the course, students will learn about meat and wool breeds of sheep and various market specifications. They will learn about wool biology, harvesting, measurement, marketing and processing, as well as preparation of animals and fleeces for show. They will then move onto the principles of genetic selection and selection of ewes and rams for the annual artificial insemination program in the following year. In the second year of the course, students will learn about sheep reproduction and breeding technologies, nutritional management, management of lambing ewes, pest and disease management and preparation of rams for sale.

### What will students learn to do?

Students will spend approximately half of the course time on practical experiences related to sheep and wool management. In the first year of the course, students will be involved in preparing Merino wethers for show in the School's Wether competition and will learn how to assess fleeces and Merino sheep. They will then select sires for the annual artificial insemination program and follow this through into the second year of the course, where they will be involved in managing the school White Suffolk stud, performing selection decisions and animal health operations and running the annual on-farm ram sale.

### Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Animal Management (Sheep and Wool Technology) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

## Commerce

Commerce assists students with relevant life skills and a better understanding of how key functions in society work. Students get the opportunity to develop skills to lead a smarter lifestyle.

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

### Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

### What will students learn about?

Students undertaking the 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options. Options may be studied for 15–25 indicative hours each.

In Core Part 1 students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

### What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

### Record of School Achievement

Satisfactory completion of 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement



## **Design and Technology**

Design and Technology is an elective course that may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

### **Course Description**

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects. All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

### **What will students learn to do?**

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

### **Record of School Achievement**

Satisfactory completion of 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

## Technology: Drone Basics



### Course Description

**Drone Basics is a one-year course offered to Year 10 students only.**

The aim of this course is to provide for students who wish to enhance and extend their interests in the area of drone technology. Students are provided with an opportunity to fly drones and be able to use them for a wide variety of applications such as film and video, surveying, mustering livestock, construction, security, science and research.

Students will develop a responsible and respectable attitude towards flying drones and will be able to develop the skills required to become safe pilots and operators. The course aims to promote safety as its core component, while ensuring that students develop the skills and abilities to confidently fly and manage drone operations.

### What will students learn about?

The one-year course will offer students the opportunity will to learn about the multiple aspects of drone flying. The core modules of study are listed in the table below.

Core Modules
1. Introduction to UAVs and The Principles of Flight
2. Risk Assessments, Pre-Flight Checks and Flying
3. Flying Skills
4. Meteorology
5. Air Legislation
6. Autonomous Flight, Surveying and Data Analysis

### What will students learn to do?

Students will learn how to operate a drone safely, minimise risks and hazards, read and analyse weather, understand the legal requirements of flying and use a drone for surveying. Approximately half of the course time will be allocated to practical experiences related to flying drones. The course will require students to complete a number of assessments and examinations to demonstrate that are they competent in the areas of flying, safety and aerial data collection.

### Record of School Achievement

Satisfactory completion of the 100 hours of study in Drone Basics during Stage 5 (Year 10) will be recorded with a grade on the student's Record of School Achievement.

**Please Note:** There will be a subject contribution fee attached to this course. This will be finalised prior to the commencement of the course in 2020.

## Equine Studies

### Pre-subject selection – Equine Requirements

- You must obtain and read an Equestrian policy
- You must understand and acknowledge that your horse is required to be at school for Terms 2 and 3, as a minimum, and the agistment cost is as per the Equestrian Policy. We encourage having a horse all year for active participation in the course.
- The cost of agisting your horse at Yanco Agricultural High School includes feed and housing. It does not include cost of veterinary bills if they arise or farrier/dentist/massage/chiropractic work. It does not include the costs associated with extra-curricular activities such as showing or eventing.
- Your obligations include feeding the horse twice a day, prior to breakfast each morning and after school prior to dinner. At both times you must be signed off by attending staff.
- You must exercise your horse regularly
- You must wear appropriate attire as explained in the Equestrian Policy and wear the issued identification arm band.
- When on leave all paperwork must be completed, including the transfer of duties for the care of your horse to an authorised equine student. This must be communicated to the appropriate equine staff and notification attached to your assigned stable prior to going on leave.

### Students

Please obtain an equestrian policy from the registrar's office. Speak to Miss Edwards or Mrs Quinn to clarify subject content and requirements for having a horse at YAHS.

### Parents

Please contact the school to obtain the Equestrian policy and be aware of additional costs for keeping a horse at Yanco Agricultural High School. You must ensure you are able to meet these commitments prior to your child selecting the course.

Equine Studies is an elective course that may be studied for 200 hours for Stage 5 at Yanco Agricultural High School. It allows students to extend and develop knowledge and interest in the horse industry and horse management. To choose the elective and fulfil course requirements student must be able to supply a suitable horse during terms 2 and 3 each school year.

Students will gain an understanding and appreciation of different uses of the horse and its role in society, and skills to work with horses in different situations. They will also explore the many and varied career opportunities in the Equine industry and its related service industries. Students will undertake both theory and practical riding and non-riding activities.

### What will students learn about?

Students will study a range of aspects of the horse industry; understand the evolution of the horse and the use of horses throughout history. They will develop an understanding of safe work practices in the horse industry, and skills relating to the care and management of horses in a broad range of situations

### What will students learn to do?

Students will participate in practical activities with their own horses including safe horse handling, ground training, horse husbandry and some ridden activities.

### Record of School Achievement

Satisfactory completion of 200 hours of study in Equine Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Food Technology

Food Technology is an elective course that may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

## Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

## What will students learn about?

Students will 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 following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food service and catering
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and health
- Food trends

## What will students learn to do?

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. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

## Record of School Achievement

Satisfactory completion of 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

## History (Elective)

History (Elective) is an elective course that can be studied for 200 hours at any time during Years 7-10.

### Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

### What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics

### What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

### Topic 1: Constructing History

Biography	Local History	Historical fiction
Family History	Museum and/or archives studies	Heritage and conservation
Film as history	Oral History	History and the media
A history website/CD ROM	Historical reconstructions	

Inquiry Question: How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option in depth or explore a range of options to broaden students' understanding of the many ways that historical meaning can be made. This topic may be taught as a discrete topic or be integrated into Topics 2 and 3.

## History (Elective) continued

### Topic 2: Ancient History and Early Modern Societies

Archaeology of the ancient world	The Americas	Literature of the ancient world
The Pacific	Medieval and early modern Europe	Africa
The Ottoman Empire	A 19 <sup>th</sup> century study	An Asian Study
A 20 <sup>th</sup> Century study		

Topic 2 offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change

Inquiry question: How does the study of an ancient, medieval or early modern society contribute to our understanding of the past?

What can be learned from this study about continuity, change and causation in history?

### Topic 3: Thematic Studies

Children in history	Crime and punishment	Heroes and villains
Slavery	Religious beliefs and rituals through the ages	World myths and legends
War and peace	Sport and recreation in history	Music through history
Terrorism	Women in history	A school developed study

This topic offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Students' application of their understanding of the nature of history and the methods of historical inquiry should underpin teaching and learning in this topic.

Inquiry question: How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to the study of a thematic issue?

### Record of School Achievement

Satisfactory completion of 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

## **Industrial Technology – Engineering**

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

### **Course Description**

Industrial Technology develops students' knowledge and understanding of materials and processes in the Engineering technology. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects

### **What will students learn about?**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

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

- Control Systems
- Alternative Energy.

### **What will students learn to do?**

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

- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

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

### **Record of School Achievement**

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.

## Industrial Technology – Metal

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

### Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in the Metal technology. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

### What will students learn about?

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 which are enhanced and further developed through the study of specialist modules in Metal Machining Fabrication

### What will students learn to do?

Practical projects 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.

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

### Record of School Achievement

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.



## **Industrial Technology – Timber**

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

### **Course Description**

Industrial Technology develops students' knowledge and understanding of materials and processes in the Timber technology. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

### **What will students learn about?**

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

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

- Cabinetwork
- Wood Machining.

### **What will students learn to do?**

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

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

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

### **Record of School Achievement**

Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. This may occur in up to two courses.

## Marine and Aquaculture Studies

Marine and Aquaculture Technology is an elective content endorsed course that may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

### Course Description

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way. For a 200 hour course students study a core of 35 hours and eleven 15 hour optional modules. There are forty-eight modules available from a broad range of marine and aquaculture areas. They are organised into seven focus areas:

- Biology
- Employment
- Ecology
- Management
- Leisure
- General Interest.
- Aquaculture

### What will students learn?

All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

### What will students learn to do?

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

### Record of School Achievement

Satisfactory completion of 200 hours of study in Marine and Aquaculture Technology (Content Endorsed Course) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Music

Music is a mandatory subject in Stage 4 (Years 7&8), where students develop basic knowledge, understanding and skills in the musical concepts through interpreting musical symbols, developing solo and/or ensemble techniques and performing as a means of self-expression.

## Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art form, 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.

## What will students learn about?

The Stage 5 Music course allows students to pursue more specific skills and musical understanding necessary for active engagement and the enjoyment of performing, composing and listening, and to allow music to have a continuing role in their lives.

Students will 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.

## What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpins the development of skills in performing, composing and listening.

## Topics Available to Study

Students must study at least two topics from each group along with the compulsory topic, *Australian Music*. The music topics studies over the 200 indicative hours are:

Group 1	Group 2
<ul style="list-style-type: none"><li>• Baroque Music</li><li>• Classical Music</li><li>• Nineteenth-century Music</li><li>• Medieval Music</li><li>• Renaissance Music</li><li>• Art Music of the 20th and 21st Centuries</li><li>• Music of a Culture</li><li>• Music for Small Ensembles (Group 1)</li><li>• Music for Large Ensembles (Group 1)</li></ul>	<ul style="list-style-type: none"><li>• Popular Music</li><li>• Jazz</li><li>• Music for Radio, Film, Television and Multimedia</li><li>• Theatre Music</li><li>• Music of a Culture (different from Group1)</li><li>• Music for Small Ensembles (Group 2)</li><li>• Music for Large Ensembles (Group 2)</li><li>• Rock Music</li><li>• Music and Technology</li></ul>

## Record of School Achievement

Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement. Satisfactory completion of 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement

## Physical Activity and Sports Studies (PASS) (Elective)

Physical Activity and Sports Studies (Elective) is an elective content endorsed course that can be studied for 200 hours at any time during Years 7-10.

### Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. **Active engagement and participation in practical activities is a core expectation of all students studying this course.**

### What will students learn about?

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

#### *Foundations of Physical Activity*

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

#### *Physical Activity and Sport in Society*

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

#### *Enhancing Participation and Performance*

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

### What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

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

### Record of School Achievement

Satisfactory completion of 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

# Textiles Technology

Textiles Technology is an elective course that may be studied for 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

## Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

## What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

## What will students learn to do?

By examining the work of designers' students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

## Record of School Achievement

Satisfactory completion of 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement

## Visual Arts

The Stage 5 Visual Arts elective course extends opportunities for students who enjoy the subject area.

### Course Description

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, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

### What will students learn about?

Students learn about the pleasure and 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. 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 art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

### What will students learn to do?

Through the art making components of study, students learn to make artworks using a range of materials and techniques, both traditional and contemporary. There is scope to explore 2D, 3D and/or 4D forms, while learning the foundations of how to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They also learn to record procedures and activities about their art making practice in their Visual Arts diary.

Through the critical and historical components of study, students learn to investigate and respond to a wide range of artists, art movements and artworks in art critical and art historical studies. They learn about the main core content of the subject through investigations into art making practice, the conceptual framework concerning relationships between the artist – artwork – world – audience, and the frames as a tool to understanding and analysing artworks.

The course involves:

- 60% practical experience making art
- 40% study of art criticism and art history.

Art making includes opportunities to investigate the following forms:

- Drawing
- Painting
- Printmaking
- Ceramics
- Photomedia
- Digital media

### Course Requirements

Students are required to investigate a range of art making forms and keep a Visual Arts Process Diary (VAPD).

### Record of School Achievement

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's Record of School Achievement. Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

NAME: \_\_\_\_\_

Year 8 2018

## ***YOUR SUBJECT CHOICES FOR YEARS 9 AND 10, 2019/20***

### *Compulsory Subjects*

All students will study English, Mathematics, Science, Agricultural Technology and Personal Development, Health and Physical Education, History and Geography.

### **Elective Subjects**

The following elective subjects are available. Please select **FOUR** choices (**two from each elective line**), by placing 1 and 2 in the box (☐) beside your elective preferences in each line – do NOT select more than 2 subjects from each elective line. Note some courses have fees.

Elective 1		Elective 2	
Elective History	☐	Commerce	☐
Food Technology	☐	Industrial Technology - Engineering	☐
Equine Studies	☐	Industrial Technology – Timber	☐
Industrial Technology - Metal	☐	Marine and Aquaculture Technology	☐
Design and Technology	☐	Music	☐
Physical Activity and Sports Studies	☐	Textiles Technology	☐
Visual Arts	☐	Agriculture- Animal Management	☐

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Print Parent Name

**ONLINE SUBJECT SELECTION WILL TAKE PLACE PRIOR TO  
TERM 3 DESIGNATED LEAVE**