



MONARO

High School

Stage 5 Electives | Year 9 & 10

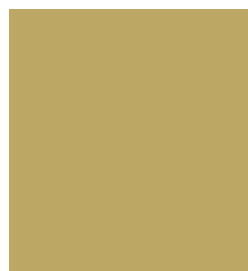


Table of Contents

Introduction.....	2
Pattern of Study.....	3
Record of Achievement (RoSA).....	4
‘N’ Determination.....	5
Life Skills	5
Agricultural Technology	6
Big History (Science Elective).....	7
Commerce.....	8
Dance	9
Drama.....	10
Food Technology	11
History Elective	12
Industrial Technology Metal	13
Industrial Technology Timber Products	14
Japanese	15
Music.....	16
Philosophy.....	17
Physical Activity and Sports Studies.....	18
Photography and Digital Media	19
Textiles Technology	20
Visual Arts.....	21
Snowy Region Future Skills Training Program	22

Introduction

This booklet will provide you and your parents with all the information necessary to make your subject choices for Years 9 and 10.

How to Choose Your Courses

Few students know exactly what careers they will pursue at this stage in their schooling. So do not worry if you do not have a preferred career choice.

In Years 9 and 10 it is best that you do courses that:

- | **You enjoy** – we all learn best when we enjoy ourselves. If you have an interest in a subject you will enjoy it.
- | **You are good at** – success brings success. Consider the subjects you have studied so far. Choose electives where you have succeeded. Talk to your teachers about this.

If you follow these two basic guidelines you can look forward to an enjoyable and rewarding time in Years 9 and 10.

The school will always endeavour to timetable every combination of subjects that students select. However, there are a number of factors which affect a student receiving their elective preference, including the availability of specialist rooms and teachers at a given time, and the number of students selecting the option (it is not possible to run some subjects with very small numbers).

Make your choices count as they are important.

Regards,

J Armitage

Principal

Monaro High School

Pattern Of Study

At Monaro High School, the pattern of study in Years 9 and 10 is as follows:

Compulsory Subjects

- | All students must study the following six subjects.
- | English, Mathematics, Science, Personal Development, Health and Physical Education (PDHPE), History and Geography.
- | Students are also required to participate in Sport.

Electives

In Year 9, you will study three elective courses

- | You need to read the information booklet and decide upon which elective courses you would like to study.
 - All three of your choices must be different
 - At the end of Year 9 you will have the option of continuing with the courses you have chosen or choosing some different electives.
 - If you need help in making your choices, talk to your parents, teachers and the Careers Adviser.

In Year 10, you will have three elective courses

- | You have three options:
 - You may elect to continue all of your current electives into Year 10.
 - You may elect to continue with two of your current electives and reselect one of them.
 - You may elect to reselect two courses.
- | All electives are potentially 'Stage Electives' in which students from Years 9 and 10 will be in the same class.

Record of School Achievement (RoSA)

To be eligible for a Record of School Achievement (RoSA), students must have:

- | attended a government school or an accredited non-government school within NSW or a school outside NSW recognised by NSW Education Standards Authority (NESA).
- | satisfactorily completed the mandatory curriculum requirements (see below).
- | satisfactorily completed the required school-based assessment program.
- | complied with any other regulation or requirements (such as attendance) imposed by the Minister or NESA; and
- | completed Year 10.

Mandatory curriculum requirements

The following are the NESA mandatory curriculum requirements for the award of a RoSA:

- | courses in each of English, Mathematics, Science, and Human society and Its Environment are to be studied substantially throughout each of Years 7-10, with 400 hours in each to be completed by the end of Year 10. Included in the Human Society and Its Environment requirement are 100 hours each of History and Geography to be studied in both Years 7-8 and Years 9-10, and include Australian History and Australian Geography.
- | courses in each of Creative Arts and Technological and Applied Studies are to be studied with 200 hours in each to be completed by the end of Year 10. Included in the Creative Arts requirement are 100 hours of Visual Arts and 100 hours of Music. At MHS this requirement is met in years 7 and 8.
- | a course in Personal Development, Health and Physical Education is to be studied in each of Years 7-10, with 300 hours to be completed by the end of Year 10.
- | one language is to be studied for at least 100 hours, over a continuous 12 month period between Years 7 and 10, preferably in Years 7-8.

Content of the RoSA

The RoSA will contain the following information:

- | Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, and Australian History, followed by other NESA Developed Courses and then NESA Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- | all mandatory curriculum requirements (i.e. English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, and PDHPE) listed under a separate heading with an indication of completion by the student.
- | a statement that the student is eligible for the award of a Record or School Achievement.
- | courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote See Profile of Student Achievement. (Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA).

Record of School Achievement (RoSA)

'N' determination

'N' determinations are issued for the non-completion of requirements in a course.

Schools issue warning letters to students who are in danger of not meeting course completion criteria. Warnings are given in time for the problem to be corrected and should provide advice about the consequences of an 'N' determination in a course.

Students who have not complied with the requirements of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal.

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

- | is ineligible for the award of the RoSA if they leave school at the end of Year 10.
- | may be ineligible to enter Year 11 courses.

Life Skills

The Profile of Student Achievement provides details of specific Life Skills syllabus outcomes achieved by the students undertaking Life Skills outcomes and content in Year 10. It will be printed and issued by the NESAs to school leavers, together with the RoSA (or Transcript of Study for ineligible students). In addition to students leaving school, the profile for all students will be available in electronic format for schools to download and print.

RoSA Credentials for students who have left school

- | RoSA credentials are provided to students electronically as a PDF via Students Online
- | Students can download, save and print their RoSA directly from their Students Online account. They will need to log in using their student number and PIN
- | Students Online accounts remain open until 30 June of the following year after the student leaves school. Students can order a printed copy of their RoSA credential for a nominal fee.

RoSA Credentials for students who are leaving prior to completing their current year

- | Students wanting a RoSA who have not completed their current year can apply in writing to the school to commence the process of requesting a RoSA through NESAs.

ELECTIVES

Agricultural Technology



Course Outline

Purpose

The study of Agricultural Technology offers students the opportunity to develop knowledge, understanding and skills in the management of agricultural enterprises producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Students will develop an ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences. Students are also able to make responsible decisions about the appropriate use of agricultural technologies.

Students will study 3 of the following Agricultural enterprises per year. Topics may vary depending on climatic conditions.

2023 - 2024

Enterprises of the Future

- | Hydroponics
- | Bees/Insects
- | Aquaculture
- | Sheep and Wool Enterprise
- | Poultry Enterprise
- | Prime Lamb Enterprise
- | Beef and Dairy Cattle Enterprise
- | Pastures and Crops Enterprise

Areas of Study

Practical experiences occupy a minimum of 50 percent of allocated course time. It is expected that students engage in a range of practical activities in each enterprise to satisfy course requirements. They must demonstrate the ability to utilise appropriate technologies in conducting simple agricultural experiments and record and communicate information and ideas. Students must also demonstrate safe work practices and apply appropriate WHS guidelines when engaged in practical activities.



Big History (Science Elective)

Course Outline

Purpose

This course is designed for students curious about seeking answers to big questions and aims to develop students' understanding of the history of the universe from the 'big bang', the origin of our species, the modern day and beyond, through an exploration of the themes and patterns that can help us better understand the world we live in.

Big history will develop students' ability to synthesise complex information, hypothesise and develop arguments, develop key critical thinking skills and enhance their reading, writing, and research skills in a multidisciplinary way.

200 Hour Course

Areas of Study

What is big history?

- | Big Bang
- | Stars and Galaxies
- | New Chemicals
- | Planetary bodies
- | Life
- | Humans
- | Agriculture and civilisations
- | Our connected world
- | The Future

Commerce



Course Outline

Aim

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

Areas of Study

Topics studied across Year 9 and 10 include:

Core:

- | Consumer & Financial Decisions
- | The Economic & Business Environment
- | Employment & Work Futures
- | Law, Society & Political Involvement

Options:

- | Our Economy
- | Investing
- | Promoting & Selling
- | Running a Business
- | Law in Action
- | Travel
- | Towards Independence



Dance

Course Outline

Purpose

The aim of Stage 5 elective dance is for students to experience, understand, value and enjoy dance as an artform. The study of dance is focused around the three practices of performance, composition and appreciation. The syllabus has been developed to make Dance accessible to all students regardless of their dance experience.

Dance involves the development of physical skill, as well as, aesthetics, artistic and cultural understanding. Students learn to express their ideas creatively as they make and perform dances, and analyse dance works of art. Students think imaginatively and share ideas, values, feelings and attitudes, while physically and intellectually exploring the communication of ideas through movement.

Areas of Study

Performance

- | Dance technique and anatomy
- | Performance skills
- | Nutrition and injury management and prevention
- | Study of a range of dance styles: jazz, ballet, contemporary etc

Composition

- | The elements of dance (space, time and dynamics)
- | Choreographic techniques
- | Stimulus

Appreciation

- | The study of dance works of art
- | Analysis of dance works in written and representational
- | Viewing of live dance performances

Drama



Course Outline

Purpose

In Drama students make and perform self-devised and scripted performance, explore theatre production and view theatrical works from a variety of cultures and times.

Drama enables students to explore themes and ideas from the world around them. It allows students to develop creative thinking, performance skills, organisation and technical skills and effective communication. Drama gives students the opportunity to gain confidence, teamwork skills and promotes high self-esteem.

Areas of Study

- | Improvisation and play building
- | Scripted drama
- | Short film
- | Stagecraft-the technical aspects of theatre and production
- | Dramatic styles, techniques and conventions
- | The elements of drama
- | Individual and group work
- | The contribution of drama and theatre to enriching and sustaining cultures and societies



Food Technology

Course Outline

Purpose

The major emphasis of the Food Technology syllabus is for students to explore food related issues through a range of theory and practical experiences (food preparation, food styling, photography, surveys, research, new and emerging technologies and ICT), thus enabling them to make informed and appropriate choices regarding food. They will learn to select and use a variety of ingredients, preparation methods and equipment safely and competently.

Areas of Study

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 Equity
- | Food Product Development
- | Food Selection and Health
- | Food Service and Catering
- | Food for Special Needs
- | Food for Special Occasions
- | Food Trends

Note: Some assessment tasks may require student to provide their own ingredients and table decoration.

History Elective



Course Outline

Purpose

The History Elective course is for students who are interested in and enjoy exploring the past. Students investigate past societies and historical periods in order to develop a critical understanding of their world.

Areas of Study

Students undertake the following topics:

- | Topic 1 - History, Heritage & Archaeology
- | Topic 2 - Ancient, Medieval and Modern Societies
- | Topic 3 - Thematic Studies

Within each topic are a number of electives. The specific electives studies will be determined by the teacher and students.

Electives within topics include:

- | Spanish Conquest of the Americas
- | Film as History
- | Archaeology of the Ancient World
- | Mungo Man
- | The Real Pirates of the Caribbean
- | Crime & Punishment - Jack the Ripper
- | Gladiators
- | Myths & Legends
- | The Sinking of the Titanic



Industrial Technology Metal

Course Outline

Purpose

This course consists of a series of practical projects specially designed to teach appropriate skills for students who intend pursuing a career in any of the practical fields.

Year 9 (100 hrs)

The Year 9 course is based on general metalwork. Students make projects that develop their knowledge and skills in the use of materials, hand tools and machinery. Each project focuses on developing and specific skills. The projects are a Tool Tray (marking out), Drill Stand (Drilling), Hack Saw (Machining-Lathe) and a Windmill (Welding).

Year 10 (200 hrs)

The Year 10 course is based on Fitting and Machining. This extends the knowledge gained and skills developed in Year 9. Students move onto more advanced machinery such as electric and oxy welding. Students are encouraged to develop an individual Major Project, however there are several set projects they can elect to make.

Areas of Study

Students are assessed against the following reporting statements

- | Understands and applies safe work practices in practical environments
- | Uses a range of materials, tools and techniques in the projection of practical projects
- | Applies principles of design in the development, production and evaluation of practical projects
- | Communicates effectively using a range of verbal, graphical and written methods
- | Understands a range of technologies and how they impact on society and the environment

Students undertaking the 200hr course are required to source and pay for materials for their individual Major Project.

Industrial Technology Timber Products



Course Outline

Purpose

This course consists of a series of practical projects specially designed to teach appropriate skills for students who intend pursuing a career in any of the practical fields.

Year 9 (100 hrs)

The Year 9 course is based on general timber industries. Students make projects that develop their knowledge and skills in the use of materials, hand tools and machinery. Each project focuses on developing and specific skills, the projects are the Carry All and the Jewellery Box. Students complete 3 research assignments.

Year 10 (200 hrs)

The Year 10 course is based on Cabinet Work. This extends the knowledge gained and skills developed in Year 9. Student move onto a Mini Major Project of their own design. Some students elect to complete a set project from a bank of projects. Students complete 3 research assignments.

Areas of Study

Students are assessed against the following reporting statements

- | Understands and applies safe work practices in practical environments
- | Uses a range of materials, tools and techniques in the production of practical projects
- | Applies principles of design in the development, production and evaluation of practical projects
- | Communicates effectively using a range of verbal, graphical and written methods
- | Understands a range of technologies and how they impact on society and the environment

Students undertaking the 200hr course are required to source and pay for materials for their individual Major Project.



Japanese

Course Outline

Purpose

In this course, students develop communication skills applicable to a Japanese speaking environment with a focus on language. They gain insights into the relationship between language and culture, leading to many lifelong personal, educational and vocational benefits. Japan is one of Australia's closest partners and home to some of the world's biggest automotive and technological enterprises. It is also a rich and ancient culture that continues to captivate the entertainment world through its movies and games. Students will investigate how Japanese culture and language are intertwined.

Areas of Study

- | My Family and Neighbourhood
- | Out and About
- | Cafe Nihon - Let's Eat
- | Let's Chat
- | Let's go to a Film
- | Let's Travel to Japan
- | Which Concert?

Music



Course Outline

Purpose

This course aims to develop active participation in performing, composing and listening to music. The range of performing media available for specialising would be voice, keyboard, guitar, drums and electric bass. If students have their own instrument it can also be used in class. Students are also encouraged to be involved in extra-curricular music activities.

By the end of the course students should have gained experience and understanding which will enable them to be intelligent listeners as well as performers at the level appropriate to their abilities and interests. Those students who intend to study music at the senior level will have a solid foundation of knowledge and skills on which to base future work.

Areas of Study

| Performing

This will involve singing and playing musical instruments in a variety of different contexts. Student may choose the instrument they wish to focus on. They will be presented with the opportunity to perform as a soloist, in small groups and as a class ensemble.

| Composing

Student will have experiences in composing, arranging and improvising

| Listening

Students will gain an understanding of a broad range of music based around different elements of musical concepts. These topics include: Rock, Australian, Classical, Jazz, Blues, technology in music and others.



Philosophy

Course Outline

Purpose

Philosophy is an enjoyable and engaging course where students have the opportunity to explore philosophical ideas practically and theoretically. Philosophical thought seeks to shed light on life's big issues, such as the nature of reality, how we should live, and what it means to be human. In this course students will engage with questions of ethics, knowledge, reality, and aesthetics. They will also grapple with current issues of public debate such as freedom of speech, artificial intelligence, and human rights. Philosophy prepares students for a life of active citizenship in today's complex global society.

Areas of Study

Core Units:

- | Introduction to Philosophy
- | Logic, argument and critical reasoning

Elective Units:

- | Epistemology
- | Metaphysics
- | Ethics
- | Politics
- | Aesthetics
- | Philosophy and Science
- | Personal Philosophy

Physical Activity and Sports Studies



Course Outline

Purpose

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare for efficient movement in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

This course has a strong focus on physical activity and is designed so that students learn through movement. All aspects of the course are to be explored through participation in selected contexts in which students experience, examine, apply and analyse new understandings. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Areas of Study

• Modules selected from the following areas of study

Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical Fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance - strategies and techniques • Technology, participation and performance • Event management



Photographic and Digital Media

Course Outline

Purpose

The Photographic and Digital Media course provides opportunities for students to enjoy making and studying a range of photographic and digital media works.

In the studying and making of photographic and digital works students explore the range of representation of ideas and interests in the world, and the conventions, procedures and strategies of photographic and digital media practice. They undertake making images in one or more of the photographic and digital media forms: still, interactive and moving.

Areas of Study

May Include:

Still	Interactive	Moving
<ul style="list-style-type: none"> • Wet photography • Camera based works • Non-camera based works • Manipulated images • Digital images in printed form • Computer generated images 	<ul style="list-style-type: none"> • Computer generated images • Internet art 	<ul style="list-style-type: none"> • Video • Film

Photographic and Digital Portfolio and Journal

Students build a **portfolio** of photographic and digital works that demonstrate their investigations of the world. It develops over time as students use a range of equipment and techniques. Students use a **journal** to document their exploration of ideas and interests and experiments with materials, techniques and technologies and to record relevant technical information.

Textiles Technology



Course Outline

Purpose

Students undertake project work, identify functional requirements and aesthetic features of their designs, demonstrate decision-making processes and express individual ideas. Students demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies.

Students apply knowledge and understanding of the properties and performance of textiles through the study of fabrics, colouration, yarns and fibres. Investigations, experimentation and project work enable students to be discriminative in their choices of textiles for particular uses.

In the production of supporting documentation students demonstrate skills in communicating ideas in written and graphical forms using freehand and/or computer software.

Students are aware of the development of technology and its impact on the textile industry and society. Students demonstrate knowledge, skills and understanding of a range of techniques, tools, materials and technologies appropriate to the production and use of textiles.

Areas of Study

There are three areas of study:

- | Design
- | Properties and Performance of Textiles
- | Textiles and Society

Units of Work:

- | A minimum of two units of work must be completed for the 100-hour course, with each unit being developed from a different focus area
- | A minimum of four units of work must be completed for the 200-hour course, covering a minimum of three focus areas

The focus areas are:

- | Apparel - includes clothing and accessories
- | Furnishings - includes cushions, lampshades, table linen, beanbags
- | Costume - includes masks, headdress, folk/traditional costumes, fancy dress/dance costumes
- | Textile Arts - includes wall hangings, fabric-based artworks, embroidery, wearable design
- | Non-apparel - includes book covers, toys, bags

Students may be required to supply their own material for some projects.



Visual Arts

Course Outline

Purpose

Visual Arts provides learning opportunities designed to encourage students to understand the visual arts, including different kinds of creative works they and others make. The main emphasis in the course is making images and objects, with critical and Historical Study providing support for practical work.

Making and Studying Artworks

In the elective course students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world. Students build their art making practice across a range of 2D and/or 3D forms.

Areas of Study

May Include:

2D Forms	3D Forms
<ul style="list-style-type: none"> • Painting • Drawing • Printmaking • Graphics • Collage, frottage, montage • Mixed Media 	<ul style="list-style-type: none"> • Ceramics • Sculpture • Designed objects • Textiles as sculpture • Installations

Visual Arts Diary

Students are required to keep a diary which documents their concepts, development of ideas and addresses critical points during the production and resolution of their artworks. They learn to record procedures and activities about their art making practice in their Visual Arts Diary.

Snowy Region Future Skills Training Program

This Vocational Education and Training (VET) course has been tailored to assist in meeting the expanding workforce requirements of Snowy Monaro region including the contractors on the Snowy 2.0 project.

This program is designed to prepare Year 10 students in transitioning into employment through a School Based Apprenticeship and Traineeship (SBAT) in two distinct vocational areas:

| Construction and Manufacturing

| Business Services

The Snowy Region Future Skills Training Program combines nationally accredited units of competency aimed at developing workplace skills including communication, problem solving, literacy and numeracy as well as units included in Business Services and Construction training packages.

Monaro High School has partnered with Snowy 2.0 principal contractor Future Generation who are committed to offering our students School Based Traineeships (SBT's) in both of these vocational areas. In addition to developing workplace skills, this program will assist students in understanding the demands and requirements of school-based traineeships for their Year 11 and 12 pattern of study. Students will also be encouraged to seek and explore other SBT opportunities with local employers.

A written expression of interest will be sought from students interested in participating in the program. The time frame for this will be discussed in coming year meetings at school and publicised in our school newsletter, daily notices and Sentral Parent Portal. If successful in gaining a placement in the program, this training course will replace one of the chosen Year 10 electives.

Parents who would like more information about the Snowy Region Future Skills Training Program please talk to Mrs Jackie Fenton, Head Teacher of Vocational Education and Training at Monaro School.



Monaro High School

Mittagang Road
Cooma NSW 2630

Phone: 02 6453 1500

Email: monaro-h.school@det.nsw.edu.au

www.monaro-h.schools.nsw.edu.au

