Deniliquin High School

Junior Prospectus
Year 9
2023

YEAR 9 SUBJECT SELECTION 2023

Students and Parents,

It is now time for students in Year 8 at Deniliquin High School to elect some subjects they would like to study during Year 9. It is important that all students consider their choices carefully. Chances are that if you enjoy a subject, with a little effort you can probably do well in that subject.

In Year 9 and 10, English, Maths, Science, History, Geography and PD/H/PE are compulsory subjects.

All students study 3 electives in Year 9 and Year 10. There will be an option to change **ONE** of these electives at the end of Year 9, although students may choose to keep the same courses throughout both years. The exception to this is Asian Studies which can only be studied as a 1-year course, in Year 9. Another course will be chosen in its place in Year 10.

Elective Choices

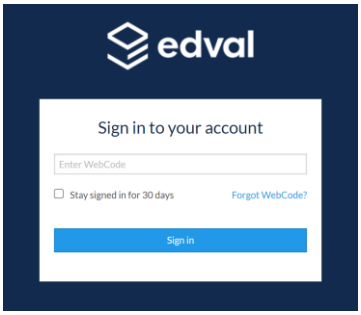
Agricultural Technology	Industrial Technology - Timber
Child Studies	Marine and Aquaculture Technology
Commerce	Music
Design and Technology	Physical Activity and Sport Studies (PASS)
Food Technology	Visual Arts
Industrial Technology - Metal	

Please note –
1. Students will be asked to make an initial choice and from this, elective subjects will be placed into three elective lines – Elective 1, Elective 2 and Elective 3.

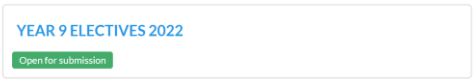
2. Classes will only run if a sufficient number of students elect to study them. It is important to select the three subjects that you most want to do but also to have three subjects that you could study if you can't get your first preferences.

Online Elective Selection

Subject Selections are now completed online with the data going straight to the timetabling program, Edval. Students need to follow the procedure outlined below.



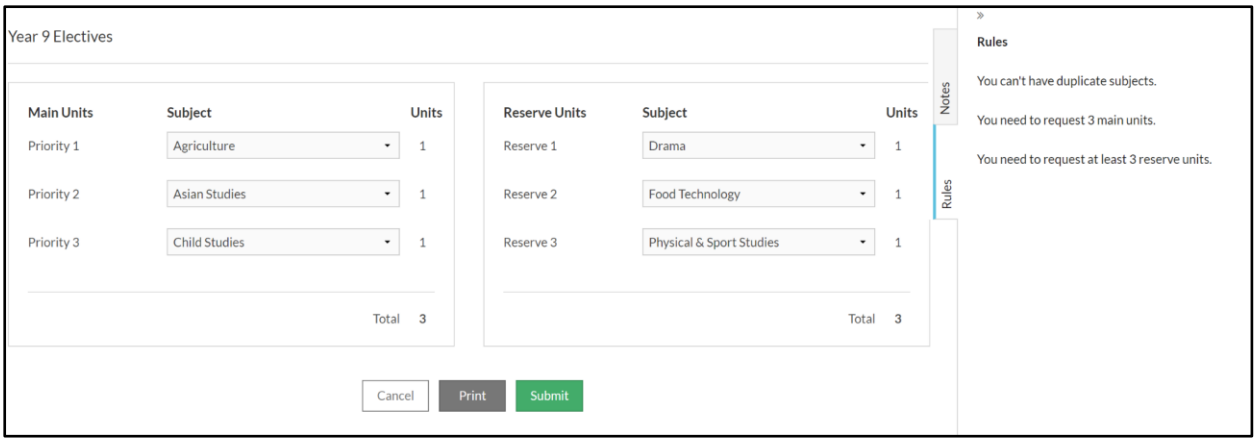
1. Log on to http://spring.edval.education
2. Enter your personalised webcode – this was sent to your school email account
3. Open **9_Elecs 2023**
4. Using the rules as guidance, make your selections. Please note, this is a preferential system; put the subjects you most want to do first.
5. You must choose **three** electives for the main choice and another **three** as reserve preferences. You cannot choose the same subject more than once.

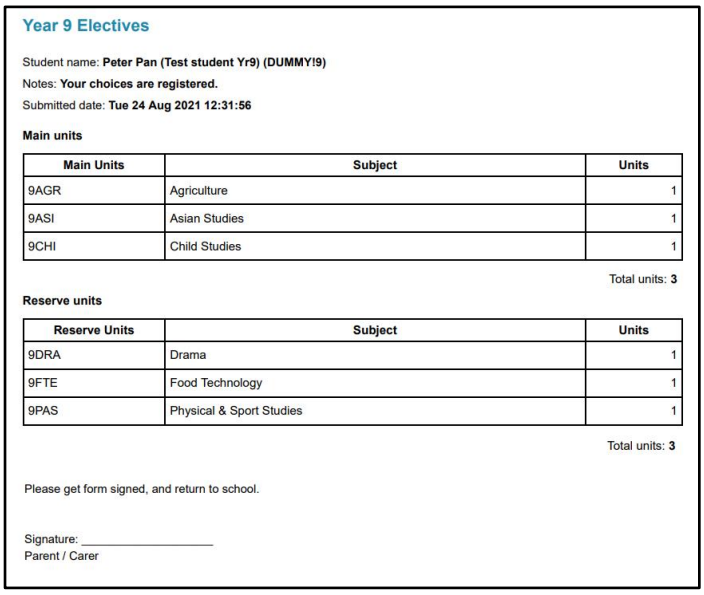


6. When you've completed your selection, according to the rules, submit your preferences.

All preferences must be submitted online by 5pm on Friday September 9, 2022.

7. Print off the form and get a parent/carer to sign it.
8. Submit the form to the Front Office following Lockdown





Year 9 Electives

Student name: **Peter Pan (Test student Yr9) (DUMMY!9)**
Notes: **Your choices are registered.**
Submitted date: **Tue 24 Aug 2021 12:31:56**

Main units

Main Units	Subject	Units
9AGR	Agriculture	1
9ASI	Asian Studies	1
9CHI	Child Studies	1

Total units: **3**

Reserve units

Reserve Units	Subject	Units
9DRA	Drama	1
9FTE	Food Technology	1
9PAS	Physical & Sport Studies	1

Total units: **3**

Please get form signed, and return to school.

Signature: _____
Parent / Carer

Choosing your Year 9 Elective Subjects

Which "elective" should I choose?

The answer is not simple, but think carefully about the following questions and they may help you decide:

Which subjects do I like?
What subjects am I good at?
What subjects will give me an interesting and balanced study pattern?

Don't *pick a course only because some of your friends are thinking of taking it.*
Don't *pick a course because you've heard a particular teacher is taking that course.*
Don't *pick a course that will be too hard for you.*
Don't *pick a course that will not challenge you at all*
Don't *pick a course because someone has said that you must do it or because someone is putting pressure on you to take it.*

All elective courses are exactly as the word says - elective. All students have the freedom to pick the subjects they wish to study, so long as they follow the simple requirements that were listed previously. Remember that no elective subject is compulsory for any student.

Think carefully about your subject choices.
Discuss your thoughts with your parents.
Ask the relevant people at school if you need help.
Make well thought out decisions about your elective choices.

Remember your interests and strengths are your best guide to subject choice.
Ask for help if you are uncertain.

Who Can Help Me Select My Subjects?

If you would like more information on a subject, or you are uncertain if you should do a specific subject, then you should go and talk to the Head Teacher in charge of that subject.

Some other people who will be able to assist are:

- your class teachers.
- your Year Adviser: Mr Hird
- the Careers Adviser: Ms Sinha.
- other students already doing the subject you are interested in.
- your family.

Subject Materials Fee

Various electives use consumable materials throughout their course. To cover the cost of such materials used by students, a fee of $50 is charged per subject. **Fees will be waived in 2023**.
Subjects which incur this cost are:

- Food Technology
- Industrial Technology – Metal
- Industrial Technology – Wood
- Design and Technology
- Visual Arts

Agricultural Technology

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. Students will use the school farm which is an excellent resource with stud cattle, sheep, irrigation, lucerne production and poultry. They will develop skills with livestock and machinery in a safe environment, laboratory work and visits to commercial farms and businesses. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Record of School Achievement (RoSA)
Satisfactory completion in Agricultural Technology during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Child Studies

Course Description
This course focuses on conception through to childhood and aims to provide students with valuable information on the responsibilities of parenting.

What will students learn about?
Students will learn about the responsibilities that lie with becoming a parent. They will explore several key areas of the syllabus including:

- Preparing for parenthood
- Conception to birth
- Newborn care

What will the students learn to do?
Students will learn to experience being a parent through a RealCare baby. They will also learn about the wide range of services available to parents in Deniliquin and surrounding districts. They will also learn basic research skills that will assist them if they choose the HSC unit Community and Family Studies in the senior years of schooling. They will also learn the basic knowledge and skills if they choose Exploring Early Childhood as a HSC subject in Year 11 and 12.

Record of School Achievement (RoSA)
Satisfactory completion of Child Studies during Stage 5 will be recorded with a grade on the students Record of School Achievement (RoSA).

Commerce

Course Description
This course is about providing students with relevant and contemporary studies into topics such as business, employment, finance and consumer rights.

What will students learn about?
Students will engage in a wide range of activities during the course. Students will learn about the role of law and society, the choices open to consumers, personal finance and issues regarding employment.

What will students learn to do?
Students will learn to become informed decision makers with regard to money and employment. They will learn practical skills dealing with running a business, as well as investing, promotions and marketing and the world of e-commerce. Students will learn to make educated choices about what they buy and why they make purchase decisions. They will also learn how to use technology in order to make travel plans, undertake internet banking and create an on-line marketing scheme.

Record of School Achievement (RoSA)
Satisfactory completion of Commerce during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Design and Technology

Course Description
This course builds on the foundations of the Technology (Mandatory) course that is studied in Years 7 and 8. The course involves designing, producing and evaluating and developing problem solving skills. The course looks at the role of designers in improving our lifestyle.

What will students learn about?
Students will engage in a wide range of practical activities during the development of a design project. Design projects are the main learning activity for students and each culminates in the designed solution and folio documentation. The design projects may relate to the following areas, depending on student interest and staffing:

1. **Jewellery Making**
2. **MultiMedia**
3. **Furnishings**

What will students learn to do?
Each unit will be based on a design brief and the documentation of processes in a folio. Students studying the course will complete units of work that address different focus issues of design.
Students will learn to define innovation and design, to analyse design situations, to describe design factors, critically evaluate, use technology for solutions and communicate ideas.

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

Subject Fee
To cover the cost of consumable materials a fee of $50.00 is charged to students selecting this subject. Fee waived in 2023.

English (Mandatory)

Course Description
Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?
Students study fiction, film, drama, poetry and nonfiction. They will study examples of spoken texts, print texts, visual texts, media, multimedia and digital texts. The texts give students experience of Australian literature as well as literature from other countries and times. Texts will also explore insights into Aboriginal, Asian and multicultural experiences in Australia.

What will students learn to do?
Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive, reflective and critical. They express themselves and their relationships with others and the world. They will also learn to work collaboratively with others through our project-based learning (PBL) opportunities.

Course Requirements
The study of English in Stage 4 (Years 7–8) requires experience of at least two works each of prose fiction, film, non-fiction, drama, and a wide range of poetry. Stage 5 (Years 9–10) requires experience of at least two works each of prose fiction, film, non-fiction, drama, and a variety of poetry drawn from different anthologies or from particular poets.
In Stage 5, the selection of texts must give students experience of Shakespearean drama.

Record of School Achievement (RoSA)
Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Food Technology

Course Description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, nutritional considerations and food consumption patterns. Students will develop food-specific skills.

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. They will learn from the following focus areas:

Food in Australia	Food Service and Catering
Food Production Development	Food Trends
Food for Special Occasions	Food Selection and Health

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 designing, producing and evaluating. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

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

Subject Fee
To cover the cost of consumable materials a fee of $50.00 is charged to students selecting this subject.
Fee waived in 2023

Geography (Mandatory)

Course Description

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

What will students learn about?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management. Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region, globally and how individuals and groups are planning for a better future.

An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5 students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

History (Mandatory)

Course Description
The aim of history is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

What will students learn about?
This course is 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 and World War II.
The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows in Year 10. 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.

What will students learn to do?
Students will learn to describe, explain and assess the historical forces and factors; and sequence and explain the significant patterns of continuity and change. Students analyse the link between causes and effects. They learn to explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. Students will learn to critically examine both primary and secondary sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

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

Record of School Achievement (RoSA)
Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).
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Industrial Technology – Metal

Course Description
Industrial Technology develops students' knowledge and skills relating to the selection, use and application of metals tools, machines and processes through the planning and production of quality practical projects.eg tool box, hacksaw, blacksmithing and lathe work.

What will students learn about?
All students will learn about the properties and applications of metals. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected metals such as mild steel, galvanized, aluminum and brass. Students will learn about safe practices for practical work environments, including risk identification and minimization strategies. They will also learn about design including the communication of ideas and processes. Google Sketchup is an IT focus.

What will students learn to do?
The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of metals for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. This involves the use of specific software.

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

Subject Fee
To cover the cost of consumable materials a fee of $50.00 is charged to students selecting this subject. Fee waived in 2023.

Industrial Technology - Timber

Course Description
Industrial Technology develops students' knowledge and skills relating to the selection, use and application of timber tools, machines and processes through the planning and production of quality practical projects.eg foot stool, shelf unit, bedside table.

What will students learn about?
All students will learn about the properties and applications of timbers. They will study the range of associated tools, machines and processes available in both industrial and domestic settings for working with timbers such as Pine, Tasmanian Oak and Merbau. Students will learn about safe practices for practical work environments, including risk identification and minimization strategies. They will also learn about design and designing including the communication of ideas and processes. Google Sketchup is an IT application focus.

What will students learn to do?
The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of woodworking techniques for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. This involves the use of specific software.

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

Subject Fee
To cover the cost of consumable materials a fee of $50.00 is charged to students selecting this subject. Fee waived in 2023.

Mathematics (Mandatory)

Course Description

Mathematics in K–10 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The ability to make informed decisions and to interpret and apply mathematics in a variety of contexts is an essential component of students' preparation for life in the 21st century. To participate fully in society, students need to develop the capacity to critically evaluate ideas and arguments that involve mathematical concepts or that are presented in mathematical form.

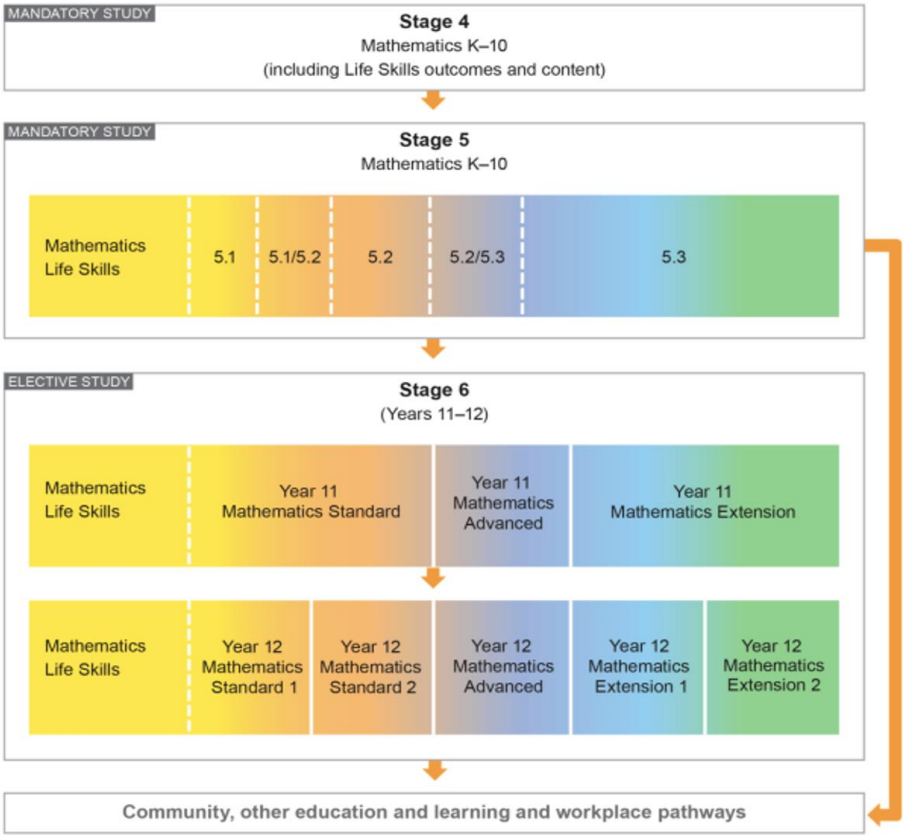
What will students learn about?

The *Mathematics K–10 Syllabus* contains the syllabus content for Early Stage 1 to Stage 5. Within each stage, the syllabus is organised into the three content strands, Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the components of Working Mathematically integrated into these strands.

What will students learn to do?

Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

For this reason, Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not designed as prescribed courses, and many different 'endpoints' are possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.



Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 & 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Marine and Aquaculture Technology

Course Description

The study of Marine and Aquaculture Technology develops a student's capacity to design, produce, evaluate, use and sustainably manage marine and water-related environments. Students study core and option modules. There are 48 option modules organised into seven focus areas covering broad aspects of marine and aquaculture technology.

What will students learn about?

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments are explored, together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. They learn to responsibly select, use and maintain materials and equipment, and use appropriate techniques in the context of the selected modules. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Other learning experiences in the course are dependent on the option modules studied and this will be determined by student interest

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What will students learn to do?

Students will learn through a range of practical activities. All students study Core 1 which involves water safety, general first aid, maintaining equipment used in water (snorkels, fishing gear, boat motors) and the marine environment. Students studying 200 hours do Core Module 2 (Skills, Management and Employment which involves swimming). Option modules are then selected from a range of areas including; marine mammals, microscopic aquatic organisms, marine and aquatic plants, dangerous marine creatures, Antarctica's marine ecology, watercraft design and repair, basic snorkelling, boat building, underwater farming, biology of native crayfish, fish production, managing water quality, pests and disease of aquatic organisms, tourism, marine and civil engineering, marine disasters, shipwrecks and salvages and local area study.

Record of School Achievement (RoSA)

Satisfactory completion of Marine and Aquaculture Technology during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Music

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?
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.

Course Requirements
The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

Record of School Achievement (RoSA)
Satisfactory completion of Music during Stage 5 (Years 9 and/or 10) will also be recorded with a grade on the student's Record of School Achievement (RoSA).

Physical Activity and Sports Studies

Course Description
This course allows students to enhance their capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

What will students learn about?
Students will develop their knowledge, understanding and skills of physical activity and sport. They will study a range of topics including:

● The Human Body	● Sports Nutrition
● Event Management	● Sports Coaching
● Lifesaving and CPR	● Marketing
● Disabled Sports	● Technology
● Canoeing	

What will students learn to do?
Students will develop their personal skills to engage in efficient and enjoyable physical activities. They will practically apply theoretical concepts in contexts of increasing complexity, including a boot camp, sporting competitions, coaching primary school students and a canoeing expedition. They will also have the opportunity to gain a coaching certificate, Bronze Medallion Award and Cardiopulmonary Resuscitation Certificate.

Record of School Achievement (RoSA)
Satisfactory completion of Physical Activity and Sports Studies during Stage 5 (Years 9 and/or 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Personal Development, Health & Physical Education (Mandatory)

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 activities as they maximise movement potential.
Through PDHPE students develop knowledge, understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?
All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

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, interaction, problem-solving, decision-making, planning and moving.

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

Science (Mandatory)

Course Description
Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?
Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course Requirements
Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be 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 (RoSA)
Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Visual Arts

Course Description

Visual Arts provides opportunities for students to develop their creative repertoire through the making and studying of art. The role of art is explored across the expressive forms to build understanding of the purpose of art 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,printmakers, 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?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, 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 learn to record procedures and activities about their art making practice in their Visual Arts diary. They learn to investigate and respond to a wide range of artists and artworks in art making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

Course Requirements

Students are required to produce a body of work and keep a Visual Arts diary.

Record of School Achievement (RoSA)

Satisfactory completion of Visual Arts during Stage 5 (Years 9 and/or 10) will also be recorded with a grade on the student's Record of School Achievement (RoSA).

Subject Fee

To cover the cost of consumable materials a fee of $50.00 is charged to students selecting this subject. Fee waived in 2023.

Timetable for Subject Selection

Friday 9 September - Students submit their elective selections ONLINE by 5pm

During Term 4 - Electives formed into lines – in cases where students do not get their first choices, they will be allocated their backup preference. Any additional problems will be discussed with individual students.

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