Dear Parents

Students at present enrolled in Year 8 must shortly indicate the subjects they wish to study during their Years 9 and 10 at this school. A choice of three subjects is allowed and, to enable school timetabling and staffing for next year to be arranged, we require a firm indication of the subjects students will want to study.

In Years 9 and 10 all students will study English, Mathematics, Science, History, Geography, Sport, PD/H/PE and three electives chosen from the list printed below.

We would like to point out that, at this stage, this information is for our guidance in school planning.

Final offerings will depend on viable numbers of students to form class(es).

It is important to note that students choosing their elective courses are doing so for 200 hours, or the equivalent of two years. It is important that students choose their electives carefully, as they may not be allowed to change after Term 2 of Year 9.

Alison ARMSTRONG  Stafford CAMERON
Year 8 Adviser  Principal
ELECTIVE COURSES FOR YEAR 9 - 2015

Aboriginal Studies
Agricultural Technology
Commerce/Consumers and Business
Commerce/Law
Computing – Info Software & Technology
Dance
Drama
Elective Geography
Elective History
Food Technology
German
Graphics
Industrial Technology (Metal)
Industrial Technology (Wood)
Music
Photography and Digital Media
Physical Activity and Sports Studies
Textiles Technology
Visual Arts
Visual Design
Work Education/Retail Studies (HSC VET Preliminary)

GENERAL SCHOOL CONTRIBUTIONS

Your ongoing support for the payment of the School Service Contribution is appreciated.

These contributions are used to support the full range of services provided by Duval High School.

Items provided include: paper, stencils, photocopying, library books and sports equipment.

The contribution is requested early in the school year. However, should there be any problems in regard to payment please contact the school.

SUBJECT CONTRIBUTIONS

A subject contribution is requested to cover the costs of materials used and consumed by students in their elected subjects.

Parents who experience hardship in meeting subject contributions may be assisted from general school funds raised by the school or from the Student Assistance funds provided to the school. I request that parents be mindful of the costs involved should students elect to pursue high cost projects, interests or extracurricular activities.

For details of subject contributions see pages 18 and 19.
ABORIGINAL STUDIES

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students.

All students are able to develop an appreciation of Aboriginal identity and experiences - an appreciation which acknowledges and addresses racism in Australian society and promotes inclusiveness. Students have the opportunity to develop an appreciation of the unique value of Aboriginal peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal peoples and communities. Students develop recognition of the fundamental importance of land and spirituality to all Aboriginal peoples. They also develop an understanding of the importance of autonomy and self-determination of the future of both Aboriginal and non-Aboriginal people.

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Core</th>
<th>Part 2</th>
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</thead>
<tbody>
<tr>
<td>(30 indicative hours)</td>
<td>Aboriginal Identities</td>
<td>Aboriginal Autonomy</td>
</tr>
</tbody>
</table>

Options
(15-25 indicative hours each)

1. Aboriginal Enterprises and Organisations
2. Aboriginal Visual Arts
3. Aboriginal Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Oral and Written Expression
6. Aboriginal Film and Television
7. Aboriginal Technologies and the Environment
8. Aboriginal Peoples and Sport
9. Aboriginal Interaction with Legal and Political Systems
10. School-developed Option
AGRICULTURAL TECHNOLOGY

The aim of the Agricultural Technology course is to develop students’ knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices.

This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The course develops students’ 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 investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

Practical experiences occupy a minimum of 50% of allocated course time. To satisfy the requirements of the syllabus, students must undertake a range of practical activities. Students engage in experiences relevant to all aspects of the enterprises studied. These experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain.

Areas of study could include:

**Vegetable Growing:** students prepare and maintain an area suitable for vegetable production on a seasonal basis. Produce is marketed or taken home by the students.

**Prime Lamb Production:** students work with the School’s Suffolk Flock and are involved in animal husbandry necessary for the production of prime lambs.

**Vealer Production:** students examine the requirements for a successful beef enterprise.

**Oats Production:** students examine the essentials of crop production. This would include the study and analysis of soils.

**Wool Production:** students work with the School’s Suffolk Flock and commercial farms. They are involved in animal husbandry necessary for the production of various wool types.

**Horticulture:** students undertake a variety of propagation techniques and may specialise in an area of interest. Material grown may be marketed or taken home.

The School Farm has sheep, poultry, bees, fruit trees, vegetable and native plant propagation areas and a hydroponic unit. Students are encouraged to work in an area of special interest.
Due to the broad scope of the Commerce syllabus, two different courses are offered. These being

- Commerce / Law
- Commerce / Business.

However a student may only select ONE option.

Either course will appear on the student’s Record of School Achievement (ROSA) as Commerce but each course will emphasise different areas of the syllabus. A common core of mandatory topics is taught in both courses.

(1) Commerce/Consumers and Business

This course is to provide students with a background of diverse activities so that they can effectively participate in the community when leaving school. Activities include personal financial management, avoiding debt, running a business, organising investments, preparing income tax returns, constructing a share portfolio, participating in the ASX share game each semester, using credit, understanding financial records, organising insurance, and understanding the running of clubs and community organisations.

Syllabus topics covered include:
- Consumer Choice
- Personal Finance
- Running a Business
- Introductory Accounting
- Community Participation
- E Commerce
- Law and Society
- Political Involvement/The Economy in Action
- Employment Issues
- Travel
- Towards Independence

Commerce/Consumers and Business is an excellent grounding for the Higher School Certificate courses of Economics, Business Studies and Legal Studies, which are available at this school in Years 11 and 12.

Students considering entering careers in the fields of business, finance, banking, insurance, real estate, accounting etc should seriously consider this elective.

(2) Commerce/Law

This course aims to provide students with a relevant, interesting, practical and challenging view of how the law works.

Topics covered will include
- Law and Society
- Consumer Law
- Rules of Investment
- Laws associated with Travel
Law In Action
Political Involvement
Employment Law
Personal Finance
Towards Independence
Motor Vehicles and the Law

Court visits, mock trial and other practical/simulation activities all form an integral part of the course.
Students contemplating careers in areas such as the law or Police are strongly recommended to consider this course, also students considering the HSC course of Legal Studies are advised to seriously think about this option.

DANCE

The Dance elective is a creative and interesting course providing students with knowledge and appreciation of the Performing Arts.

Students engage in an integrated study in:
- the practices of performance, composition and appreciation of dance
- the elements of dance
- the context of dance as an art form

Two extensions from Jazz, Modern, Afro-Caribbean, Latin-American, Modern Ballroom, Traditional will also be taught.

In Year 9, the emphasis will be on safe dance practice, dance composition and dance style and performance quality. In Year 10, the emphasis will be on staging, choreography and extension work.

Dance is a subject whereby students can:

1. Express and enjoy themselves through Dance
2. Compose, perform and choreograph Dance
3. Promote an understanding of themselves through co-operation with others
4. Involve themselves in Performance through the New England Regional Dance Festival, CAPERS and The Schools Spectacular.
**DRAMA**

The aim of the course is to introduce students to the many wide and versatile dramatic and theatrical skills and provide them with an understanding of stage craft. Students will work in the ‘Rooftop Theatre’ and learn about acting, lighting, set design as a two-year course for Years 9 and 10 as preparation for the 2 Unit Higher School Certificate Drama Syllabus for NSW.

In Year 9 the emphasis will be on the concepts of drama such as acting techniques, improvisation, staging techniques and technical production. The Year 10 emphasis will be on monologues, duologues and scenes for performance, as well as a study of the development of theatre. They look at some particular styles of theatre including Australian Theatre, Commedia Dell'Arte, Greek Theatre and Shakespeare as well as set, costume and short film making.

The drama and theatre studies course is divided into two strands - theoretical and practical. The theoretical component will involve research and analysis, while the practical component will involve workshop activities. Both strands will be studied concurrently with an emphasis on how each component aspect is realised in performance. The viewing of live theatre (through excursions) is an important aspect of the course. Students will be encouraged to participate in local Drama festivals and competitions.

Drama, and the entertainment industry, is a growing area of popularity in Australia.

**ELECTIVE GEOGRAPHY**

This is a fieldwork based elective designed to give students a hands-on approach to their studies. The fieldwork approach means students will maximise their time outside the classroom to study the following topics:

- Earth environment - mining
- Beach management and usage, whale watching and coastal management
- Wine production, aquaculture, plantation farming and other primary production
- Development and underdevelopment
- Australia's Neighbours and their relationships and issues
- Politics

Wherever possible activities are fieldwork based. These would include: Trout hatchery, whale watching, nearby national parks (rock formation, weathering and erosion studies), soil profiles, continental transects, and coal mining.

This course is designed for those students with a special interest in an outside the classroom fieldwork approach to study. Lessons are to be designed so that the group will have a number of lessons in the classroom and then implement their knowledge in the field.
**ELECTIVE HISTORY**

Elective History is studied in addition to the mandatory History course in Years 9 and 10. Unlike the mandatory course which has an Australian focus, the elective course deals with the nature of history and the wider world.

Topics which may be studied are:

**Topic 1: Constructing History**
This topic aims to develop an understanding of the nature of history and the ways in which different interpretations/perspectives affect our attitudes to the past. Topic areas include: Film as History; Oral History; Biography; Family History; Historical Fiction; A history website/CD-Rom etc.

**Topic 2: Ancient, Medieval and Early Modern Societies**

**Topic 3: Thematic Studies**
In this topic, students study history for its intrinsic interest and there is an opportunity for independent research using the historical skills already acquired.

Examples of themes are: Children in History; Heroes and Villains; Slavery; Terrorism; Music through History; Sport and Recreation in History; Women in History etc.

**FOOD TECHNOLOGY**

**CONTRIBUTION APPLIES**

The study of Food Technology in Years 9-10 provides students with an opportunity to gain an understanding of food technology and the principles of nutrition. It will enable students to make creative and effective decisions about food and provide opportunities to research, design, make, communicate and manage activities related to food. It will also enable students to understand the important role of food in society.

This syllabus should attract, extend and challenge students of all ability levels. The knowledge, skills and attitudes gained by these students will benefit them in both vocational and general life experiences.
GERMAN

Year 9 is an ideal time to start German. You will already recognise plenty of words, such as Mutter = mother, Vater = father (pronounced ‘farter’- how easy is that!) and Fussball = football. German is perfect for scientists and arty-types. German-speaking countries are world leaders in science and engineering (particularly environmental engineering) and German culture has made rich contributions to music (electronic/dance music and classical), literature and film. The German government offers many tertiary scholarships to Australian students. In class we will celebrate festivals by making traditional decorations and feasting on delicious foods. We will create a German-language graffiti wall like on the famous Berlin Wall and learn German football vocab. The long words are just lots of short words stuck together – like Gummibärchen (little gummy bear), and the pronunciation is easy when you know a few rules. Learning German adds to your understanding of the structure of English. Join us in a small class to learn the language of the Gummibärchen!

GRAPHICS (formerly Technical Drawing)

CONTRIBUTION APPLIES

(STUDENTS ARE EXPECTED TO PURCHASE THEIR OWN EQUIPMENT)

Graphics provides opportunities for students:

- to develop the capacity to manipulate mental images and to translate these images into drawings for use in personal thought processes;
- to prepare drawings which are to be understood by others, especially those without technical knowledge;
- to prepare drawings which will convey technical information to trained personnel in all facets of industry and commerce;

A study of Graphics enables a student to:

- practise logical thought and decision making;
- become more technically literate;
- relate to a wide range of studies and vocations;
- gain skills applicable to a wide range of domestic and leisure activities;
- improve society through a better understanding of technology and its influences.
INDUSTRIAL TECHNOLOGY (METAL)

Industrial Technology (Metal) is a practical subject designed to allow the study of a number of materials and areas. Students learn to use hand tools and power tools (both portable and fixed) as well as gaining experience in the design, planning and drawing processes, while producing very worthwhile projects constructed from a variety of metals. The skills developed could lead to a related vocation upon leaving school or allow for a more worthwhile use of leisure time in the home workshop.

INDUSTRIAL TECHNOLOGY (WOOD)

Industrial Technology (Wood) is a practical subject designed to allow the study of a number of materials and areas. Students learn to use hand tools and power tools (both portable and fixed) as well as gaining experience in the design, planning and drawing processes, while producing very worthwhile projects constructed using wood craft technology. The skills developed could lead to a related vocation upon leaving school or allow for a more worthwhile use of leisure time in the home workshop.

INFORMATION & SOFTWARE TECHNOLOGY (Computing IST)

Information and Software Technology (Computing IST) is the main computing elective course offered for Years 9 and 10 across NSW schools.

There are no prerequisites for the study of Computing IST Years 7–10. It is an elective course which builds upon the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus and through Information and Communication Technologies (ICT) content embedded across the curriculum.

The course has a Core and Option part. Students will study all the core content and a minimum of four options. This will be done via a minimum of four and a maximum of eight projects that provide increasingly sophisticated knowledge, understanding and skills related to the core content.

Core

The core content cannot be taught in isolation: it must be integrated with options in the form of projects. Options will be planned to allow all of the core to be taught over the course of study. The core is divided into the following areas:

- Design, Produce and Evaluate
- Software Applications
- Hardware
- Emerging I.T. Issues
- Past, Current and Emerging Technologies
- People
- Data Handling
- Multimedia
**Options**
Options allow for the integration and application of the core content. Teachers will select options that use school resources and consider student interest, teacher expertise and local community resources.

The options are:
- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming.

**MUSIC CONTRIBUTION APPLIES**

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. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries. 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. All students should have the opportunity to develop their musical abilities and potential.

Elective music at Duval High School meets the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills. This course provides students with opportunities to extend their musical knowledge and serves as a pathway for further formal study in years 11 and 12.

<table>
<thead>
<tr>
<th>Students will be assessed equally in three skill areas:</th>
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<tbody>
<tr>
<td>Performing</td>
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</table>

Students who have completed year 7 and 8 music have sufficient skills for entry into this course. It is compulsory for students in this course to engage with music from different contexts including classical, film and television, medieval, and theatre music. Students will be expected to attend concerts, eisteddfods, school and wider community musical events as performers and audience members.
PHOTOGRAPHY & DIGITAL MEDIA

CONTRIBUTION APPLIES

Photography & Digital Media are fundamental to communicating ideas in our very visual world. Students learn techniques and processes in B&W photography, digital photography, digital manipulation techniques using specialised software, as well as exploring the possibilities of film.

Students keep a process diary to support the development of their understanding, and compile a folio of their best images throughout the course. Students will be required to develop an understanding of the practice of other photographers, as well as how to analyse the ideas communicated in photographic and digital images.

PHYSICAL ACTIVITY and SPORTS STUDIES (Sport Science)

The study of Physical Activity and Sport Studies provides students with an opportunity to learn about being physically active and its positive influence on health. Participating in the course will also provide opportunities for students to refine their own movement skills and provide career pathways in recreation, physical activity, sport and related health fields. Students will gain knowledge, skills and attitudes necessary to make informed decisions about participating in sports, games and exercise programs. Physical Activity and Sport Studies is both theoretical and practical. It is not just an extension of PE, but an interesting course for those students who enjoy sport and its role in society.

This course will have a strong focus on coaching skills with opportunity to coach various groups from primary school to Yr7-8 groups at Duval High School

The course is organised in modules within the following three areas of study:

- **Foundations of Physical activity e.g.**
  - Body systems and energy for physical activity
  - Fundamentals of movement skill development

- **Physical Activity and Sport in Society e.g.**
  - Physical activity and sport for specific groups
  - Australia’s sporting identity

- **Enhancing Participation and Performance e.g.**
  - Coaching
  - Strategies and techniques to enhance performance

In Year 9, students will study:

- Coaching
- Physical Activity for Specific Groups
- Australia’s Sporting Identity
- The Human Body and it’s Systems

In Year 10, students will study:

- Nutrition and Physical Activity
- Enhancing Performance – technology, techniques etc
- Fitness Components and Assessments
- Issues in Sport and Physical Activity e.g, Drugs in Sport
TEXTILES TECHNOLOGY

CONTRIBUTION APPLIES

Textiles Technology is a practical based course which enables students to develop skills in designing and constructing textile items. Students learn to choose fabrics and construct garments to suit their figure types and individuality. An understanding of fibre and fabric, properties and performance will enhance this. Students will also experiment with fabric colouration and decoration techniques.

Learning experiences may include studies in the focus areas of:
- apparel
- furnishings
- costume
- textile art
- non-apparel

Students with an interest in current fashion trends or an eye for design would benefit from this subject. Students are expected to keep visual documentation for samples and theory.

Studies in the Year 9 and 10 course is beneficial for students considering studies in the HSC Textile and Design course.

VISUAL ARTS

CONTRIBUTION APPLIES

This is an exciting course which primarily encourages students to express their individuality in a wide range of mediums. These mediums include drawing, painting, printmaking, ceramics and sculpture as well as introductions to photography and computer imaging.

An integral part of this course is studying images and objects from historic and contemporary artists with some emphasis on Australian Art. Students are encouraged to write, research and integrate aspects of their studying with their making of Art.

Students are expected to keep a Visual Arts Process diary which becomes a record of their visual experimentation and research.

Visual Arts fosters the development of imaginative, lateral thinking and creative problem solving together with the opportunity for the expression of ideas, feelings and beliefs. This is within a broader understanding of their own art and art from history and other cultures.
VISUAL DESIGN

WE SURROUND OURSELVES WITH DESIGNED OBJECTS!

Through this very creative course the language and processes of design are learned as students tackle design briefs in a wide range of areas such as:

- Illustration and Cartooning
- Photography and Film
- Prints, Publications and Packaging
- Clothing, Accessories and Image
- Product Design and Furniture
- Stage, Sets and Props
- Structures, Environments and Interiors
- Interactive and Multimedia
- Individual/Group Projects

An integral part is the appreciation of past and present visual design. With strong links to Visual Arts we create, design, print, construct, film and solve exciting challenges. Students develop a portfolio of works. Examples of projects:

- CD cover
- functional ceramic object
- light shade
- poster for an event
- T-shirt design
YEAR 9 WORK EDUCATION COMBINED WITH YEAR 10 Preliminary HSC RETAIL (VET)

This option is strongly recommended for students wishing to work in the Retail Industry in either a long term, part time or temporary basis.

In Year 9 students will complete a 100 hour course in Work Education. In this time they will develop employability, enterprise and pathways planning skills. They will learn to successfully plan and manage life transitions including post-school pathways.

In Year 10 students will complete 120 hours of the VET Retail Services course. The Retail Services Framework is based on the National Retail Services Training Package (SIR07). Successful completion of the seven core units listed below provides a pathway to a Statement of Attainment towards a Certificate II in Retail Services (SIR20212).

Students will also have completed 2 units towards their HSC Preliminary Course.

Students may elect to complete their Certificate II in either Year 11 or 12.

**Topics covered in Year 9 Work Education Include:**

<table>
<thead>
<tr>
<th>Transition Planning</th>
<th>Using Technology in the Workplace</th>
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<tbody>
<tr>
<td>What is Work?</td>
<td>Workplace Safety</td>
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<tr>
<td>Introduction to Workplace Safety</td>
<td>Workplace Communication</td>
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<tr>
<td>Enterprise Initiatives</td>
<td>Workplace Environments</td>
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<td></td>
<td>Managing Finances</td>
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</tbody>
</table>
Course structure: Certificate II in Retail Services (SIR20212)
HSC Course: Retail Services

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Title</th>
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<tbody>
<tr>
<td>SIRXCCS201</td>
<td>Apply point-of-sale handling procedures</td>
</tr>
<tr>
<td>SIRXCOM101</td>
<td>Communicate in the workplace to support team and customer outcomes</td>
</tr>
<tr>
<td>SIRXCCS202</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SIRXIND101</td>
<td>Work effectively in a customer service environment</td>
</tr>
<tr>
<td>SIRXRSK201</td>
<td>Minimise loss</td>
</tr>
<tr>
<td>SIRXSL5201</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>SIRXWHS101</td>
<td>Apply safe work practices</td>
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</table>

- A minimum of 35 hours of work placement must be completed; this usually is completed during year 10 work experience week.

- This is a competency based subject and students are assessed as either “competent” or “not yet competent” for each unit.
SUBJECT CONTRIBUTIONS

**DRAMA**  
Years 9 and 10 - $10 per year - includes materials for work units including masks, props and set

**FOOD TECHNOLOGY**  
Years 9 - $80.00 per year  
Year 10 - $100.00 per year

**GERMAN**  
Years 9 and 10 - No Contribution Fee

**GRAPHICS**  
$20 per year

**INDUSTRIAL TECHNOLOGY (METAL BASED)**  
Year 9 - $50 per year (includes all project materials)  
Year 10 - $50 per year (large optional projects funded by students)

**INDUSTRIAL TECHNOLOGY (WOOD BASED)**  
Year 9 - $55 per year (includes all project materials)  
Year 10 - $45 per year (large optional projects funded by students)

**MUSIC**  
Years 9 and 10 - $10.00 for maintenance of guitars, keyboards, and purchase of blank compact discs
PHOTOGRAPHY & DIGITAL MEDIA

Year 9 - $30 per year and year 10 - $35 per year
This covers materials for development of works in the B&W area, as well as digital prints, and video/film.

TEXTILES TECHNOLOGY

Years 9 and 10 - Students are required to supply their own materials, 2-3 projects per year. $35 to cover machine maintenance and dyes, over locking thread and experimentation work.

VISUAL ARTS

Years 9 and 10 - $35 per year
In order to offer the wide range of materials and technical tools which support traditional and contemporary art making practices, the Art staff are always endeavouring to find low-cost, high quality sources for the department.

VISUAL DESIGN

Year 9 and 10 - $35 per year
This covers materials for development of works in print, three dimensional objects and video/film.

PLEASE NOTE: The above contributions cover some of the costs involved in student’s projects in these subjects. It is requested that these contributions are paid at the START OF THE COURSE. All payments are made at the office.