



KINROSS WOLAROI
SCHOOL

CURRICULUM HANDBOOK 2022-2023



STAGE 5
FOR STUDENTS ENTERING
YEAR 9 – 2022, YEAR 10 – 2023

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Subjects Overview

INTRODUCTION

This Curriculum Handbook has been designed to provide parents and students with an overview of the subjects offered for study at Kinross Wolaroi School in Stage 5 (Years 9 and 10). Aims, objectives, major content areas and assessment information have been included. Parents and students are encouraged to talk to the teachers of the subjects, the Head of Department, or the Careers Advisor, should they require clarification of any details relating to a particular subject.

When choosing which subjects to study, students are best advised to choose those subjects they enjoy and will also be challenged by. Students are more likely to extend themselves in the classroom and at home, and achieve better results, if there is a genuine interest in the subject selected for study.

It is important to bear in mind that some subjects such as French and Latin cannot be studied in Stage 6 (Years 11 and 12) if they have not been studied in Stage 5 (Years 9 and 10). Also, students wishing to study subjects such as Industrial Technology, Design & Technology, Music, Visual Arts, Textiles and Drama in Stage 6, may find that the skills learned and practised in Stage 5 will be beneficial (but they are not pre-requisites).

STAGE 5 SUBJECTS AT KWS

MANDATORY SUBJECTS

- English
- Mathematics
- Science
- PDHPE
- History (Year 10)
- Geography (Year 9)
- Religious Education

ELECTIVE SUBJECTS

Students will be asked to select three (3) electives from the following list:

- Agricultural Technology
- Commerce
- Drama
- Food Technology
- French
- Geography Elective
- History Elective
- Industrial Technology (Metal and Wood)

- Information and Software Technology
- STEM (integrated Science, Technology, Engineering and Mathematics)
- Latin
- Music
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

INVITATION ONLY:

- Mathematics (accelerated program)
- Language and Literacy (compulsory elective for some students)

The three elective subjects are studied across Stage 5 (they are two-year courses). Some courses (eg Spanish or Italian) are available through external agencies (via distance education). Students may apply to study a maximum of one elective in this way. An additional cost is involved.

THE SUBJECT SELECTION PROCESS

The initial subject selection form is online and requires students to choose elective subjects in order of preference. Students will be emailed a link to the online form together with their unique access code.

Once all students have submitted their choices, these selections are analysed to determine how best to arrange them on 'elective lines' in order to allow as many students as possible to get their first three choices. Consideration is also given to allow the greatest variety of combinations for students, should they wish to follow an Arts, Languages, Technology or Humanities stream.

Whilst every effort is made to ensure that students are able to undertake the study of their selected electives, KWS cannot guarantee that every elective will run or that every possible combination of electives can be timetabled in 2022. If the number of students opting for a subject is very small, the School reserves the right not to offer that subject.

Once these lines are determined, students will receive a confirmation email which shows their allocated subjects on their elective lines.

Students must choose their subjects carefully, in consultation with their parents, as changes to subjects will not always be possible. Changes can only be made according to the determined elective lines and are considered only if places are available in the required subject, and only in line with the following guidelines:

- Elective subjects are two-year courses. The intention is that each student will choose carefully and then commit to their subjects for all of Stage 5 (Years 9 and 10).
- Students may continue to negotiate their elective choices early in Term 1 of Year 9. This should be done through the Director of Studies. Parent approval will also be required. These changes are dependent on satisfying class size guidelines.
- After the first few weeks of Term 1 in Year 9, students should remain in their timetabled electives and no changes should occur, even with a parent request, unless there are extenuating circumstances (such as meeting a Stage 6 pre-requisite, inability to cope with the academic nature of a course, a change in career pathway, or perhaps a particular medical issue). A formal request to change a subject is to be made to the Director of Studies.

Please contact the Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices. Should you have any general queries about the curriculum offered at Kinross Wolaroi School, or the process of subject selection, please feel free to contact either of us on 6392 0306.

Heidi Anthony

Head of Teaching and Learning

Lucy Collett

Director of Studies

ASSESSMENT AND ROSA

Assessment Information, Policies and Procedures are published at the beginning of each School Year, along with an Assessment Timetable and Planner. They are available in **The Hub** for each year group.

Assessment results in Year 10 are used along with Course Performance Descriptors to assign a grade for each student in each Course for their Record of School Achievement (RoSA). These grades are submitted to NSW Education Standards Authority (NESA) in November of Year 10.

The Course Performance Descriptors for each Stage 5 Course are available from NESA at: <https://arc.nesa.nsw.edu.au/go/sc/sc-grading/cpds/#Stage-5-grading>

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, as well as participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Any time a student or school wants an up-to-date snapshot of a student's academic progress, a transcript called a Student eRecord can be accessed via Schools Online or Students Online and printed or emailed. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

HEADS OF DEPARTMENT

Below is a list of subjects offered for study in Years 9 (2022) and 10 (2023) at Kinross Wolaroi School.

Please contact the relevant Heads of Department and/or the Careers Advisor for further information or clarification regarding possible elective choices.

DEPARTMENT	STAGE 5 SUBJECTS	HEAD OF DEPARTMENT
English	<ul style="list-style-type: none"> English 	Mrs Serena Lewis slewis@kws.nsw.edu.au
Mathematics	<ul style="list-style-type: none"> Mathematics Mathematics (Accelerated Program)* 	Mr Ben Doyle bdoyle@kws.nsw.edu.au
Science	<ul style="list-style-type: none"> Science 	Mrs Catherine Litchfield clitchfield@kws.nsw.edu.au
Agriculture	<ul style="list-style-type: none"> Agriculture Technology* 	Mrs Jody Haydon jhaydon@kws.nsw.edu.au
History and Religious Education	<ul style="list-style-type: none"> History History Elective* Religious Education 	Ms Dianne Chappel dchappel@kws.nsw.edu.au
Languages	<ul style="list-style-type: none"> French * Latin * 	Mr Peter Stevens (Acting Semester 1 2022) pstevens@kws.nsw.edu.au
Personal Development, Health & Physical Education	<ul style="list-style-type: none"> Physical Activity and Sports (PASS)* PDHPE 	Mr Trent Dyer tdyer@kws.nsw.edu.au
Performing Arts	<ul style="list-style-type: none"> Drama * Music * 	Mrs Jackie Shields jshields@kws.nsw.edu.au
Social Sciences	<ul style="list-style-type: none"> Geography Commerce * Geography Elective* 	Ms Natasha Terry-Armstrong nterry-armstrong@kws.nsw.edu.au
Technical and Applied Science - Design & Industry	<ul style="list-style-type: none"> Industrial Technology (Wood and Metal) * Information, Software & Technology (IST)* STEM* 	Mr Simon Lun slun@kws.nsw.edu.au
Technical and Applied Science - Food & Fibre	<ul style="list-style-type: none"> Food Technology * Textiles Technology * 	Ms Robyn Youll ryoull@kws.nsw.edu.au
Visual Arts	<ul style="list-style-type: none"> Visual Arts 	Mr Andrew Orme-Smith aormesmith@kws.nsw.edu.au
Learning Support	<ul style="list-style-type: none"> Language & Literacy* 	Mrs Susan Limberger slimberger@kws.nsw.edu.au
External Providers	<ul style="list-style-type: none"> Distance Education 	Mrs Lucy Collett lcollett@kws.nsw.edu.au
Careers Advisor: Mr Bruce Paine bpaine@kws.nsw.edu.au		

*Elective Subjects. Three of these must be studied in Years 9 and 10 (they are all two-year courses)



Agriculture

Contact Person: Mrs J Haydon

Email: jhaydon@kws.nsw.edu.au

COURSE DESCRIPTION

The study of Agriculture in Stage 5 enables students to develop an appreciation and understanding of the diversity of Agriculture by studying a number of different enterprises, as well as emerging enterprises and innovation in Agriculture. Many students are able to utilise their life experiences and knowledge to ensure they are connecting with real world agriculture.

The Agriculture course builds students' knowledge and skills that will be useful for continuing with Stage 6 Agriculture or Primary Industries. It is exciting for students to have their first full opportunity to study Agriculture, having experienced a small unit within the Technology Mandatory syllabus during Stage 4.

The Year 9 Course begins with an introduction to Horticulture, in particular vegetable, fruit and flower production. Term 2 is Cattle industry, Term 3 Poultry and Term 4 Aquaculture.

The Year 10 Course continues to investigate industries such as Winter cereal crops, Sheep Industry, Pastures and emerging industries and innovations. There is also a component of experimental design to ensure students can utilise their scientific enquiry skills as they move into the Stage 6 course. There is a continued focus on sustainability in Agriculture throughout both years of the course.

CAREER PATHS

Over 80% of careers can somehow be linked to Agriculture. Students studying Agriculture can diversify into many types of courses, through studying the various sciences, undertaking an industry internship, communication, business and management, nutrition, agronomy, research and many more.

SKILLS REQUIRED

An interest in Agriculture, skills in investigation and experimental design. and possess academic resilience and determination. This subject has a 50:50 theory to practical component, with the utilisation of the school farms and Ag plot meaning students can experience a variety of tasks as they work their way through the course.

WHY CHOOSE IT?

Agriculture is one of the most interesting subjects. Because of the importance of primary production across the globe, and the exceptional talent of Australian producers, we have the capacity to investigate innovative practices that improve sustainability of resources, technological advancements that have maximised outputs and minimised inputs creating higher efficiency, and explore new and emerging enterprises. Agriculture is never static, it is always evolving and we are a part of that movement by creating the next generation of agricultural innovators, scientists, producers, and many more.

MAIN TOPICS

YEAR 9 COURSE

- Horticulture (vegetables, fruit and flowers)
- Cattle Industry
- Poultry Industry
- Aquaculture

YEAR 10 COURSE

- Winter Cereal Crops
- Sheep Industry
- Pastures and Experimental Design
- Emerging Industries and Innovation

ASSESSMENT REQUIREMENTS

The Year 9 course consists of four assessment tasks and the Year 10 course consists of four also. Assessment tasks can include research tasks and industry-specific studies, as well as written examinations.

More information about the Agriculture syllabus is available on the [NESA Website](#).



History Elective

Contact Person: Ms D Chappel

Email: dchappel@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of the course is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, and active citizens.

Students develop an appreciation and awareness that history is all around us and that historical evidence may be drawn from the physical remains of the past as well as written, visual and oral sources. They develop an appreciation of the process and role of archaeology in historical inquiry.

This course develops the skills for students to answer the question 'How do we know?'

CAREER PATHS

History Elective is a helpful but not essential content and skill-building subject for both Ancient and Modern History in Stage 6. As such History Elective establishes the foundation for transferable skills associated with the process of historical inquiry and the interplay of historical evidence and argument. These include critical literacy skills, for example interpreting, analysing and weighing evidence; synthesising evidence from a variety of sources; and developing reasoned and evidence-based arguments. The skills and knowledge acquired through the study of this subject may be further developed and employed in a variety of professions including, but not confined to, business, communication, education, journalism, political science, social sciences and the media.

SKILLS REQUIRED

The course builds on the historical skills that students have been building in Stages 4.

The study of History Elective will develop the students' analytical, communication, investigative and literacy skills.

WHY CHOOSE IT?

History Elective provides opportunities for students to explore human actions and achievements in a range of historical contexts. It introduces the ideas that the past contains many stories and that there is never only one uncontested version.

MAIN TOPICS

- Constructing History
- Ancient, Medieval and early Modern Societies
- Thematic Studies

ASSESSMENT REQUIREMENTS

The History Elective course is assessed in a number of ways, including, but not limited to: research, source analysis, written and oral presentations, film analysis and knowledge tests.

More information about the History & Religious Education syllabus is available on the [NESA website](#).

French

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

The French course aims to develop an appreciation and love of the French language and culture in both European and international contexts. The students will begin acquiring vocabulary and grammatical structures which will enable them to communicate in French on a comprehensive variety of themes.

CAREER PATHS

Students will develop linguistic abilities which will provide distinct advantages when seeking employment in fields such as the arts, banking, finance, politics, law, international relations, hospitality, tourism, and the food and wine industries.

SKILLS REQUIRED

Students should have studied and enjoyed French in Years 7 and 8. The course demands a keen interest in other cultures. The course also requires an ongoing dedication to learning: students will be expected to use and practise their language skills daily. An interest in grammatical structure and a commitment to vocabulary acquisition are essential.

WHY CHOOSE IT?

The course is both rewarding and interesting. It opens doors to travel, meaningful intercultural experiences and a comprehensive broadening of perspectives. However, it does require hard work, commitment and a desire to understand how languages operate.

MAIN TOPICS

YEAR 9 COURSE

- Going Out
- Clothing and Fashion
- Eating Out and Food
- Leisure and Interests
- Daily Routines
- Health and Fitness

YEAR 10 COURSE

- Talking about the Past
- Environmental Issues
- Education and Career Choices
- Important Events in French History
- Relationships
- Travelling and Holidays

ASSESSMENT REQUIREMENTS

The Year 9-10 coursework involves four assessment tasks per year. Assessment tasks will include listening comprehension, reading comprehension, writing and speaking tests.

More information about the French syllabus is available on the [NESA Website](#).

Latin

Contact Person: Mr P Stevens

Email: pstevens@kws.nsw.edu.au

COURSE DESCRIPTION

Latin has a special place in language studies, being the ancestor to many western European languages. Latin provides more than fifty percent of our English vocabulary and students will extend and deepen their knowledge of the English language through the study of Latin. Students will also embark upon the study of Latin authors and the history and culture of ancient Rome and, in doing so, will come to an understanding of how Rome and its language underpins so much of our western culture.

CAREER PATHS

The study of Latin helps students to develop techniques of linguistic analysis and to form habits of precision in thought and expression. These skills will equip them to analyse problems effectively and to communicate ideas succinctly in their chosen field of employment. Needless to say, a solid background in Latin will be invaluable in the scientific, medical and legal fields.

SKILLS REQUIRED

Students should have studied and enjoyed Latin in Years 7 and 8. The course demands a keen interest in other cultures. The course also requires an ongoing dedication to learning: students will be expected to use and practise their language skills daily. An interest in grammatical structure and a commitment to vocabulary acquisition are essential.

WHY CHOOSE IT?

Students have chosen Latin in previous years for these reasons:

- They are passionate about languages and the structure of languages.
- They have an interest in the ancient Roman civilisation.
- They like linguistic analysis and enjoy how this facilitates clarity of thought and expression.
- They have an interest in the origins and development of western culture.
- They are interested in exploring the works of ancient and medieval authors.

MAIN TOPICS

- Fundamental Grammatical Structures
- Latin Categories of Case and Declension
- Latin authors
- Schools of Philosophy
- Latin and English Vocabulary (Etymology)
- Roman Life
- Roman Mythology and Religion
- Roman History

ASSESSMENT REQUIREMENTS

The Year 9-10 coursework involves four assessment tasks per year. Assessment tasks will include translation from and into Latin, vocabulary and grammar tests, presentations on Roman history and culture, and literary analysis.

More information about the Latin syllabus is available on the [NESA website](#).



Language & Literacy

Contact Person: Mrs S Limberger

Email: slimberger@kws.nsw.edu.au

COURSE DESCRIPTION

Language & Literacy is a literacy-based subject aimed at developing communication, innovation, collaboration, critical thinking, digital literacy and engagement with the wider world. It encourages students to be confident, articulate, expressive and creative learners, focussing on real-life relevance by presenting students with challenges and scenarios they are currently faced with, or are likely to face in the future. It seeks to engage students in developing their literacy skills through high interest units of work relevant to their changing world.

The Language & Literacy course builds on the knowledge and skills developed in the Year 8 Language Arts course.

The Year 9 course targets the development of analytical and critical thinking skills, by exposing them to a variety of complex issues affecting society. It invites students to challenge their current perceptions and how they engage with the world around them.

In Year 10 the focus centralises on developing the administrative and communication skills needed for life after school. Student are encouraged to be self-reflective and empowered to explore various strategies and coping mechanisms to better equip them for the complexities of Year 11 and 12.

CAREER PATHS

Studying Language & Literacy will support students desiring careers in journalism, political science, town planning, marketing, agricultural or environmental science, teaching and business. The subject also develops the interpersonal and literacy skills necessary for all careers.

SKILLS REQUIRED

Whilst no subject specific skills are required in Language & Literacy, students need an open and inquisitive mind, a positive attitude, a desire to improve and learn and a willingness to respectfully participate in challenging discussions.

WHY CHOOSE IT?

Language & Literacy aims to broaden student awareness of both local and global issues to challenge their current beliefs and modes of thinking, in order to develop greater empathy and increase their emotional intelligence.

MAIN TOPICS

YEAR 9 COURSE

- Social Media
- Solving the World's Problems
- 100 Years From Now
- Community Project

YEAR 10 COURSE

- Preparing for the World of Work
- Individual Project
- Financial Literacy
- Preparing for Senior Years

ASSESSMENT REQUIREMENTS

The Year 9 and 10 Language & Literacy courses consist of one summative assessment per term. Each assessment targets a different literacy or digital skill.



Drama

Contact Person: Ms Alex Dunkley

Email: adunkley@kws.nsw.edu.au

COURSE DESCRIPTION

Drama inspires critical thinking, communication, collaboration and creativity by providing interactive workshops across a range of topics including improvisation, acting through the exploration of dramatic forms, group-devised performances and scripted drama. All students will have the opportunity to devise, direct and present individual and small group performances through workshop lessons. Reflective writing will complement the ongoing development and understanding of the elements of drama.

Through research and practical activities, students become critical thinkers by discussing, listening and analysing. Through verbal and non-verbal communication, students come to a greater understanding of the world around them.

CAREER PATHS

A small percentage of Drama students will enter the fields of film and theatre beyond School in a formal setting. However, they will all enter the world after School with more confidence. Drama students will be able to apply skills learnt in this course in any career that demands creative and critical thinking, teamwork, communication and organisational skills, imagination, empathy, spontaneity and resilience. The skills and knowledge acquired through the study of this syllabus may be further developed and employed in a variety of professions including, but not confined to, theatre, media, communications and community cultural development.

SKILLS REQUIRED

There are no pre-requisites for Drama. The study of Drama will develop the talents and individual capacities of students as well as developing their self-esteem and social skills. Owing to the nature of the course, teamwork is critical. Students need to be prepared to work independently on their own projects and will keep detailed logbooks documenting learning experiences and the development of their understanding of the elements of drama.

WHY CHOOSE IT?

Students will learn teamwork skills of listening, negotiating and communicating. This course will increase students' ability to think creatively, imaginatively and unexpectedly. Students will celebrate and explore differences and diversities, experientially. Students will learn how to give and accept feedback, and to action that feedback for greater results. Students will develop skills in improvisation and thinking on their feet. They will push boundaries to continually develop their skills and abilities.

MAIN TOPICS (SUBJECT TO CHANGE)

YEAR 9 DRAMA

- Improvisation and Scene building
- Scripted Drama
- Commedia Dell'arte
- Group Devised Performances
- Melodrama

YEAR 10 DRAMA

- Clowning, Mime and Physical Theatre
- Realism
- Scripted Drama
- Film
- Greek Theatre

ASSESSMENT REQUIREMENTS

Students must be willing to engage in solo and group performances throughout the course. There will also be opportunities for students to develop skills in film-making, costume and set design, as well as critical analysis.

More information about the Drama syllabus is available on the [NESA Website](#).



Music

Contact Person: Mrs J Shields

Email: jshields@kws.nsw.edu.au

COURSE DESCRIPTION

The Stage 5 Music Course is designed to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement in performing, composing and listening. This is an elective subject in which students are exposed to a wide range of music and a diverse range of performance activities. 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.

Students 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.

Students develop knowledge, understanding and skills in the concepts of music through:

- Performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques
- Composing as a means of self-expression, musical creation and problem solving
- Listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts

Students develop an appreciation of the aesthetic value of music and enjoy engaging in performing, composing and listening.

CAREER PATHS

Students studying Music may go on to careers in the music industry through fields such as administration, audio engineering, music production, and music performance. Many find that music is the creative sideline to other professions that allows them to explore, create and perform. The study of music allows students to develop their capacity to manage their own learning, work with others and engage in an activity that reflects the real-world practice of performers, composers and audiences.

SKILLS REQUIRED

Students should be currently undertaking instrumental or vocal tuition for their chosen instrument. Although a theoretical understanding is not essential, students will develop skills in composition, aural skills and musicology throughout the course which will require engagement in developing their theoretical knowledge.

WHY CHOOSE IT?

The study of music allows for the expression of the intellect, imagination and emotion, and the exploration of values. Music fosters an understanding of continuity and change, as well as the connections between different times and cultures. Music is quite often regarded as a necessary creative outlet for students. It is good for the soul!

MAIN TOPICS

Topics are chosen each year to cater to student needs and interests.

Students undertake experiences in Performance, Composition, Musicology and Aural for each topic.

ASSESSMENT REQUIREMENTS

Assessments will be a combination of aural, listening, written, composition and practical tasks. All students will need to engage in group and individual performance workshops and performances.

More information about the Music syllabus is available on the [NESA Website](#).



Physical Activity & Sport Studies

Contact Person: Mr T Dyer

Email: tdyer@kws.nsw.edu.au

COURSE DESCRIPTION

Physical Activity and Sports Studies (PASS) is a Content Endorsed Course, which is offered as an elective in conjunction with the mandatory PDHPE course in Years 9 and 10. The aim of Physical Activity and Sports Studies (PASS) is to enhance students' capacity to participate and perform in physical activity, leading to improved quality of life for themselves and others. It provides for a comprehensive study of physical activity and movement, incorporating a study of the way the body functions and moves efficiently in a variety of contexts. It includes the 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 on programming to achieve performance goals.

CAREER PATHS

PASS is an excellent elective for any students who are contemplating studying PDHPE in Years 11 and 12. It is also an excellent elective for those students who are interested in areas such as a field of medicine, sport and recreation, physiology, health and fitness, technology, nutrition and dietetics, sport science and coaching.

SKILLS REQUIRED

Students who elect to study PASS should have a passion for physical activity. They will need to analyse, evaluate and provide feedback on various forms of physical activity or issues related to sport. Students should also have a willingness to collaborate with others, display management and planning skills, appraise information or opinions and be willing to enhance their performance in physical activity and sport.

WHY CHOOSE IT?

PASS is an excellent elective for students who have a passion in physical activity and sport. It has strong curriculum links to the HSC PDHPE course and suits students who enjoy being active.

MAIN TOPICS

Course content is grouped into three Areas of Study:

- Foundations of physical activity
- Physical activity and sport in society
- Participation and performance

YEAR 9 COURSE

- Nutrition and Physical Activity
- Physical Fitness
- Issues in Physical Activity and Sport
- Australia's Sporting Identity (Bronze Medallion)
- Enhancing Performance – strategies and techniques
- Coaching

YEAR 10 COURSE

- Participating with Safety
- Body Systems and Energy for Physical Activity
- Lifestyle, Leisure and Recreation
- Physical Activity and Sport for Specific Groups
- Technology, Participation and Performance
- Event Management

ASSESSMENT REQUIREMENTS

Physical Activity and Sports Studies will provide students with opportunities to demonstrate their learning in the context of everyday classroom activities, as well as planned assessment events.

Physical Activity and Sports assessment techniques may include:

- Presentations
- Group work
- Written reports
- Diaries, journals and logbooks
- Examinations and tests (written and practical)
- Research projects
- Self-assessment
- Peer assessment
- Movement tasks

More information about PASS syllabus is available on the [NESA website](#).

Commerce

Contact: Ms N Terry-Armstrong

Email: nterry-armstrong@kws.nsw.edu.au

COURSE DESCRIPTION

Commerce aims to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues to make informed and responsible decisions as individuals and as part of the community.

Commerce is a wonderful foundation for those students interested in Legal Studies, Economics and Business Studies in Years 11 and 12.

WHY CHOOSE IT?

By the end of this course, students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals. This provides a powerful context within which to develop general skills considered essential for further education, work and everyday life.

SKILLS REQUIRED

In order to succeed in this course students should have:

- An interest in business, the economy, the legal system and their rights and responsibilities in a range of contexts
- A developing ability in written expression
- A developing ability to do independent research
- The ability to read widely
- Self-discipline, organisational skills and be able to manage their time effectively

The writing required for this subject is very structured which helps students organise their written work. The syllabus plays an important part in the course and requires student to memorise key concepts. Students do not have to study Commerce to choose Business Studies, Legal Studies or Economics in Year 11. However, many students find it an advantage.

MAIN TOPICS

The students will study Core Part 1 and Core Part 2 as essential learning. Additional content is provided by a series of options, chosen by the school. They may be studied in any order.



PARTICULAR COURSE REQUIREMENTS

Students are assessed on inquiry-based assignments and projects, problem-solving and simulation activities such as creating a small share portfolio and monitoring share prices or simulating the conduct of a small business. Assessment may also include practical activities such as role plays, mock trials, analysis of annual reports and the devising of personal budgets. Tests, essays, fieldwork activities and examinations are also used. In Year 10, students will complete a significant research project on a topical issue.

EXCURSIONS/FIELDWORK

The study of Commerce regularly extends beyond the classroom. The course involves regular excursions in and around the local area as well as other significant places.

More information about the Commerce syllabus is available on the [NESA website](#).

Geography Elective

Contact: Ms N Terry-Armstrong

Email: nterry-armstrong@kws.nsw.edu.au

COURSE DESCRIPTION

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. Through geographical inquiry, students develop knowledge, understanding and skills to become informed, responsible and active citizens.

WHY CHOOSE IT?

Elective Geography allows for greater flexibility in programming the areas of study and the opportunity to “tap into” student interest, not only in what is studied but where we study; greater flexibility in the time spent learning the different focus areas; greater flexibility in the assessment techniques used.

The Elective Geography course offers students an excellent opportunity to research, discuss and debate issues that they are passionate about and explore a range of presentation techniques for sharing their findings. It also incorporates a range of integrated geographic skills to build upon knowledge gained in previous years and complement their study of Mandatory Geography.

Students can further their geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability, and change. They engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, to acquire, process and communicate geographical information.

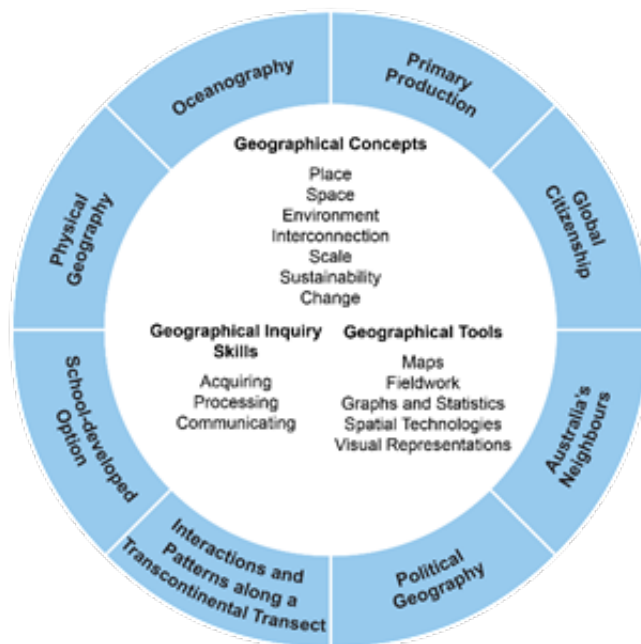
SKILLS REQUIRED

In order to succeed students should have:

- An interest in geography and geographical issues
- A developing ability in written expression
- A developing ability to do independent research
- The ability to read widely
- Self-discipline, organisational skills and be able to manage their time effectively

MAIN TOPICS

The course explores contemporary geographical issues and events, including the roles and responsibilities of individuals, groups and governments, using a range of scales (that is, from local to global).



PARTICULAR COURSE REQUIREMENTS

Students undertake geographical inquiry to extend knowledge and understanding, and make inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They analyse significant patterns, trends, relationships, and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, considering alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding and workplace skills.

Students will be assessed over the two years in several ways such as interviews, source analysis, written and oral assignments, research tasks, timelines, debates, fieldwork analysis and knowledge tests.

More information about the Elective Geography syllabus is available on the [NESA website](https://www.nesa.nsw.edu.au/).



Industrial Technology

Contact: Mr Simon Lun

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COURSE DESCRIPTION

The aim of Industrial Technology in Years 9 and 10 is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects.

At Kinross Wolaroi School, Industrial Technology will cover the Focus areas of Timber in Year 9 and Metal in Year 10.

The subjects are based about learning through the hands-on construction of projects. Students will develop their skills in designing, planning and construction processes.

CAREER PATHS

Students will gain skills in project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in budgeting and resource efficiency, computer-based technologies and well as workplace safety and communications. The skills learnt should help them into careers such as Construction, Cabinet Making, Carpenters along with Welding Fabrication, Fitting and Toolmaking and Engineering.

SKILLS REQUIRED

Students will develop practical skills and evaluate projects. Students who are able to plan, exhibit self-discipline and can identify quality should succeed in this subject. Skills such as creativity in design and appreciation of the interaction of Technologies in society are required.

WHY CHOOSE IT?

Industrial Technology is a project-based subject where students will learn and refine skills in Timber and Metal construction. Student will have the opportunity to develop project designs and engage with self-managed tasks. Students will learn about Industry and Advanced Manufacturing techniques. Students who enjoy hands-on experiences and projects can thrive in this subject.

MAIN TOPICS

Industrial Technology will cover both Timber and Metal.

IN YEAR 9 THE TIMBER TOPIC THE PRACTICAL EXPERIENCES COULD INCLUDE:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Storage and display units

IN YEAR 10 THE METAL TOPIC THE PRACTICAL EXPERIENCES COULD INCLUDE:

- Sheet metal products
- Metal machining projects
- Fabricated projects

Students will also learn about Safety, Design, Materials and Tools/Equipment through the production of each of their projects.

PARTICULAR COURSE REQUIREMENTS

This course requires students to be prepared for the workshop and to follow WH&S requirements.

More information about the Industrial Technologies syllabus is available on the [NESA website](#).



Information, Software and Technology

Contact: Mr Trent Chapman

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COURSE DESCRIPTION

Information and Software Technology has a particular focus on Project work and is designed to assist students to learn about a wide range of concepts associated with Information Technology. This will provide the opportunity for students to gain a greater understanding of the effects that computer and information technologies will have on them and society. By completing this course they will be better equipped for continuing education, for employment, for leisure and for participation in an increasingly technological world.

CAREER PATHS

Students interested in any areas of Information Technology will find this subject of value as will students interested in other fields of tertiary study. As more and more jobs and careers utilise Information Technology it is increasingly important for students to be able to work confidently with computer-based technologies, adapt to change and implement problem-solving skills.

SKILLS REQUIRED

Throughout the course students will develop:

- Knowledge and understanding of a range of computer software and hardware.
- Problem-solving and critical thinking skills to design and develop creative information and software technology solutions for a variety of real-world problems.
- Responsible and ethical attitudes related to the use of information and software technology.
- Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society.
- Effective communication skills and collaborative

WHY CHOOSE IT?

As such, this subject is not only for those who seek further study or careers in this field, but also for those who wish to improve their understanding of Information Technology and develop strong problem-solving and project management skills.

MAIN TOPICS

The content of this course is taught through the use of projects, which are activities that allow students to design, produce and evaluate information technology solutions for an identified need or problem. The content of projects focuses on problem solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

OVER THE TWO YEARS THE OPTIONS UNDERTAKEN ARE:

YEAR 9

- Digital Media.
- Internet and Website Development.
- Robotics and Automated Systems.

YEAR 10

- Software Development and Programming.
- Multimedia and Authoring.
- Database Design.

PARTICULAR COURSE REQUIREMENTS

Assessment will be used to gain an insight to the students' ability to achieve the outcomes of the course. Assessment will be standards-referenced. Assessment tasks can include:

- Practical Projects.
- Written Reports.
- Research Activities.
- Presentations.
- Peer-Assessment and Self-Assessment.

More information about the Information and Software syllabus is available on the [NESA Website](#).





Contact: Mr A Zola

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COURSE DESCRIPTION

In this course, you will develop your 21st Century skills by solving realistic problems. You will learn to research problems to understand them more deeply and then suggest possible solutions. You will follow the design process and use a range of technologies to trial these solutions and then test and develop them.

STEM learning is also important for students in their everyday life, with the rise of new technologies in biomedicine, microfabrication, robotics, and artificial intelligence. The ability to understand and apply data, and develop solutions to complex problems, will be important life skills.

CAREER PATHS

STEM is a course which brings together the areas of Science, Technology, Engineering and Mathematics. These disciplines are each important areas of studies, but they become much more powerful when used together. It is recognized that these areas will be very important for Australia's future economic growth and wellbeing. Most of the fastest growing occupations in Australia today require STEM skills and knowledge. These jobs are very varied and include technologists, engineers, scientists, and technicians. STEM skills are in demand in almost any career field across all levels and areas of industry and agriculture.

SKILLS REQUIRED

Students who can plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, enjoy problem-solving, and have previous experience with Stage 4 Technology Mandatory will have an advantage when undertaking this course.

WHY CHOOSE IT?

STEM encourages and develops innovation using creativity, research, collaboration, and inquiry-based learning. It develops a range of important thinking skills including critical thinking and computational thinking. STEM training also develops your problem-solving skills. These are the top skills employers seek in a candidate.

Students who enjoy learning by doing and are driven to engage in practical hands-on experiences and projects can thrive in this subject.

Main Topics

You will learn to use a wide range of technologies during this course. You will be introduced to programming by writing your own games and then develop these skills further by programming drones. You will also develop skills in physical computing in which you can program microcontrollers that can sense the environment, process that information, and then perform some action such as controlling a motor. Along the way you will learn to draw accurate diagrams using CAD software in both 2D and 3D. You will use these drawings to cut materials using a laser cutter, or construct new objects using 3D printers. You will also be introduced to some simple electronics and learn to read circuit diagrams. You will learn to recognize electronic parts and use these to build electronic circuits that can be used to solve a range of problems. Soldering skills will be used to make these solutions permanent.

In the past STEM students at KWS have undertaken projects to build weather stations, robotic arms, drones, robotic cars, kinetic art, solar trackers, solar cookers, automatic pet feeders, automatic chook tractors and a range of other devices they were interested in. By the end of this course, you too will have the skills and confidence to invent your own solutions to problems. You will be able to test and then improve on these solutions.

More importantly, you will be able to take control and understand the technology that you use and make it work how you want it to. You will use the skills you learn in STEM throughout your life, often without knowing it!



Food Technology

Contact: Ms Robyn Youll

Email: ryoull@kws.nsw.edu.au

COURSE DESCRIPTION

Food Technology is about food, teamwork and fun. Students will develop a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns as well as the importance of hygiene and safety in the production of food.

In Food Technology students are actively engaged in learning about food in a variety of settings, cooking, developing menus, sampling food and excursions are all important parts of Food Technology. Students will develop confidence and proficiency in food preparation, gaining lifelong skills.

CAREER PATHS

Food Technology is a good basis for the Stage 6 Hospitality or Food Technology courses.

Professionally, Food technologists study food sources and find innovative ways to create nutritious processed food. They are also responsible for making sure our food is safe and accurately labelled. But in school Food technology is more than just food. Hygiene and food safety, communication, teamwork, cultural and historical study and problem solving are all practical components of the course. These are transferrable skills required in any workplace.

SKILLS REQUIRED

Students with ability to work independently, with a high standard of personal hygiene are the best candidates for this course.

WHY CHOOSE IT?

Food Technology is a lot of fun through learning.

MAIN TOPICS

- Food preparation and processing
- Nutrition and consumption
- Food in Australia
- Food Selection and Health
- Food Trends
- Food for special occasions
- Food for Specific Needs
- Food Product Development
- Food Service and Catering

PARTICULAR COURSE REQUIREMENTS

Students will be regularly assessed through; research tasks (theory and practical), oral and visual presentations, practical assessment tasks, class tests, and formal examinations.

More information about the Food Technology syllabus is available on the [NESA website](#).



Textiles Technology

Contact Person: Mrs P Chandler

Email: pchandler@kws.nsw.edu.au

COURSE DESCRIPTION

The aim of Textiles Technology is to provide students with the confidence to design, produce and evaluate a wide range of textile items. Students will learn about the important role textiles plays in our society and the properties and performance of textiles.

CAREER PATHS

Students will gain skills in project management through the design and development of a number of practical projects. Throughout the course, students will develop skills in, graphic design, illustration, textile techniques, computer-based technologies as well as workplace safety and communications. These skills and attributes are transferable to any industry or workforce.

SKILLS REQUIRED

Students who are able to plan, exhibit self-discipline, relate skills previously learnt to other tasks, manage their time effectively, and have previous experience with Textiles will have an advantage when undertaking this course.

WHY CHOOSE IT?

Textiles and Design is a versatile subject. Students will be able to engage creatively in a textile area of their interest and will gain experience and insight into industries with an emphasis on design, management and production through practical applications. Students who are driven to engage in practical/ hands-on experiences and projects can thrive in this subject.

MAIN TOPICS

There are 3 areas of study:

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

The Areas of Study are explored through project work in Focus areas including:

- Apparel - including clothing and accessories
- Furnishings - includes cushions, chairs covering, lampshades
- Costume - includes head dress, theatre costumes, masks
- Textile Arts - includes wall hangings, fabric-based artworks
- Non-apparel - pencil cases, toys and bags

PARTICULAR COURSE REQUIREMENTS

16GB minimum RAM laptop with dedicated graphics card and mouse

More information about the Textiles and Design syllabus is available on the [NESA website](#).



Visual Arts

Contact Person: Mr A Orme-Smith

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COURSE DESCRIPTION

In Visual Arts students make artworks in a range of media. Beginning with in a Visual Arts Diary students will explore their ideas and interests, formulate ideas for artworks and record relevant technical information.

Artmaking may be in any of the forms: drawing, painting, watercolour, printmaking, photography and digital media, ceramics and sculpture.

In Critical and Historical Study students utilise the Conceptual Framework and the four frames to understand the Visual Arts. Students gain an understanding of the relationship between forms, materials and techniques and the historical significance of artworks in past cultures.

CAREER PATHS

While you may be thinking of an artistic or creative career path, Visual Arts fosters a range of transferrable skills including Critical Thinking, Communication, Technical Skills, Problem Solving, Collaboration, Innovation, Technology Skills, Productivity and Leadership

SKILLS REQUIRED

Passion and creativity. Enthusiasm for art and willingness to try new techniques.

WHY CHOOSE IT?

Visual Arts uses the creative part of our brain. That means Visual Arts will increase your skills in the workplace, where creative and innovating thinking are essential. Visual arts will encourage you to think about the world, it's also a great way to build cultural knowledge.

In Visual Arts you get to experience and experiment with a range of materials and equipment, developing your technical expertise to better express your creative ideas.

MAIN TOPICS

Practice relates to students' Artmaking and Critical & Historical Studies of art. Practice describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Practice respects the different views that circulate and are exchanged in and about the Visual Arts.

The Conceptual Framework identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld.

The Frames - subjective, cultural, structural and postmodern are used as a way of accounting for different points of view, values and belief in and about the visual arts.

In artmaking students begin a Visual Arts Diary in which they explore their ideas and interests, formulate ideas for artworks and record relevant technical information. Students make artworks that build a Body of Work, developed over time, using an extended range of materials and techniques. Artmaking may be in any of the forms: drawing, painting, watercolour, printmaking, photography and digital media, ceramics and sculpture.

In Critical and Historical Study students utilise the Conceptual Framework and the four frames to understand the Visual Arts. Students gain an understanding of the relationship between forms, materials and techniques and the historical significance of artworks in past cultures.

PARTICULAR COURSE REQUIREMENTS

Five periods per cycle are dedicated to artmaking and two periods to historical and critical study.

A number of these forms are selected as the basis for artmaking in the elective course.

Students will have the opportunity to go on excursions that are relevant to the course.

More information about the Visual Arts syllabus is available on the [NESA website](#).



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