Stage 5
Subject Selection Book
2024

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Oberon High School - Educating the whole person for the whole of life

The subjects studied at High School

The subjects studied at High School are broken up into eight Key Learning Areas (KLAs).

- English
- Mathematics
- Science
- History and Geography
- Personal Development/Health/Physical Education
- Human Society and its Environment (HSIE)
- Languages
- Technological and Applied Studies (TAS)
- Creative Arts

During Years 7 and 8, students study subjects from all of these KLA's.

In Years 9 and 10, some subjects are compulsory while others are electives, allowing students to select subjects which they enjoy and which are appropriate to their needs. During Years 9 and 10, students will continue to study:

- English
- Mathematics
- Science
- History and Geography
- Personal Development/Health/Physical Education

In addition to the above courses, students will select three (3) elective courses. At least one of these electives must be studied for 200 hours (2 years), and the other two can be studied for either 100 hours (1 year) or 200 hours (2 years). All of the courses available are outlined in more detail in the last section of this booklet. **Only two Industrial Technology electives may be studied across Stage 5.**
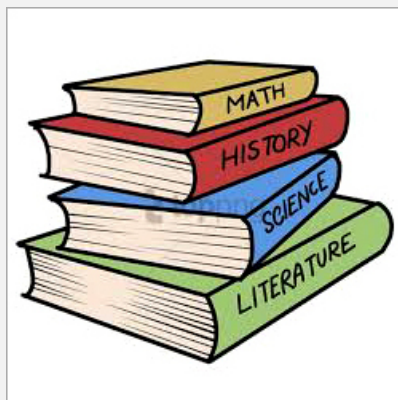
Introduction to the Record of School Achievement (RoSA)

The RoSA is the qualification that you will achieve if you successfully complete Year 10. If you leave at the end of Year 10 to take up post-school employment/training you may apply for your RoSA. To satisfactorily complete Year 10 and be awarded a RoSA you must satisfy the following:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister of Education or the NSW Education Standard Authority (NESA)
- completed Year 10

The RoSA is:
- a record of the full range of student achievements right up to the day they do their HSC or leave school
- an electronic record of achievements that students can use at any time
- a document that uses assessment by teachers in schools, moderated by NESA to ensure reliability and fairness of grades
- a document that provides the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- part of a system that offers on-line literacy and numeracy tests, with particular emphasis on work readiness

The RoSA will be available electronically and as a verifiable hard copy on demand with the most up-to date information on a student's achievements, across all subjects and a range of extra-curricular activities.

Choosing electives at Oberon High School

In 2023 the electives for Years 9 and 10 at Oberon High School will be organised into three elective lines. Every effort will be made to satisfy all students with their first choice electives, however students should be aware that elective courses will not run if there are insufficient numbers for a class to be established.

This booklet contains information on all of the possible elective courses.

It is important that students and their parents read all of the information in this booklet and discuss the elective possibilities.

It is important that students who are choosing electives make choices based on all or some of the following:

- interest
- acquisition of skills and knowledge for possible future vocations
- desire to try something new (including a willingness to keep trying if times become hard)

There will only be limited scope to change courses after commencing them so it is important that electives are chosen for sound reasons.

Choosing electives can at times be a difficult task. If you would like more information relating to any of the above matters, do not hesitate to contact the school on 6336 1606. The relevant Head Teacher may assist you in understanding more fully a particular elective course, and Mrs Fitzpatrick, our Careers Adviser, should also be consulted.

Some subjects have fees which are detailed in the booklet with the subject description. These are charged to cover the cost of necessary consumable items. These are separate to the general voluntary contribution. They should be taken into consideration when selecting electives particularly if a student is interested in multiple subjects within the TAS faculty.

Agriculture

$20

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

Agriculture in Year 9 and 10 involves learning practical husbandry and management skills by studying various plant and animal enterprises. Animal enterprises studied may include sheep, cattle and poultry. Plant enterprises will include horticulture, cropping and pasture production.

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Child Studies

$Nil

Child Studies is a Content Endorsed Course.

The aim of the Child Studies CEC Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

There are at least 13 Modules for students to choose from, as well as school-developed ones. Each module is between 15 and 30 hours duration.

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

Topics Include:
- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Children and culture
- Play and the developing child
- Childcare services and career opportunities

Choosing this course in Stage 5 will be of major benefit if considering the Exploring Early Childhood course or the Community and Family Studies course in Stage 6.

Commerce

The study of Commerce provides students with real-world skills. It focuses on key areas like applying for rental properties, comparison shopping, your rights as an employee and managing money effectively. It develops understanding of the wider community and gives them a foundation on which to build their lives after schooling.

The course is broken into core content and optional topics which cover a broad range of knowledge,   real-life scenarios and practical problem solving as well as the relationship between individuals, business and government.

 Study of Commerce can take place over one year (100 Hours) or two years (200 Hours).

Core Topics:
- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Optional Topics (number of options studied will vary between the 100-hour and 200-hour courses):
Chosen From:
- Our Economy,
- Investing,
- Promoting and Selling,
- Running a Business,
- Law in Action,
- Travel,
- Towards Independence and/or a School-Developed option.

Critical Thinking : Big Ideas

$Nil

In this course students prepare for any career by developing the ability to deconstruct, analyse, and develop new ideas using evidence and reasoning. They will learn how to think and argue about big ideas then use new knowledge to create and showcase original solutions. Students need to be prepared to be active participants in a fast paced classroom.

Units include
- **Core**
- Critical thinking in action: Logical fallacies
- Research skills to support the critical mind: Dealing with misinformation

- **Up to 4 additional studies which could include**
- Conspiracy theories: What are the facts?
- Solving the problems of today and the future
- Strategies used in business and war
- Recreating the human mind: The future of artificial intelligence

Activities could include a video journal, mock trial, group project and showcase, debate, major works: presentation demonstrating critical thinking in a real life situation or portfolio including analysis and/or a product responding to a real world challenge.

Please note: Critical thinking is a NSW Department of Education approved elective course, but it is not recognised by NESA and will not appear on the Record of School Achievement (RoSA).

Design and Technology $50

Australia needs future generations who understand the holistic nature of design and technology and who can apply design processes, develop, communicate and justify solutions, create systems and use technologies to meet identified needs and opportunities.

Students electing Design and Technology will engage in projects related to real-life contexts providing a rich setting for individuals and groups to develop holistic solutions and to discover underlying principles for quality design applications. This gives students the opportunity to

- identify problems and opportunities
- research and investigate existing solutions
- analyse data and information
- generate, justify and evaluate ideas
- experiment with technologies
- manage and produce design project.

Students can investigate processes of design and technology in a responsible, safe, ethical and collaborative manner and in a range of design fields.

The diversity of approaches to design projects provides the scope to develop higher order thinking, future thinking and understanding of conceptual principles whilst considering student needs, abilities and interests.

The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects. The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community. The study of Design and Technology Years 7–10 Syllabus will assist students to appreciate and be informed about a range of careers in design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.

Drama $Nil

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences.

Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts.

Learning experiences in Drama involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The course allows students to explore contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective. In the Stage 5 Drama course, both the processes and performances of Drama are valued equally.

Drama is a performance based subject, therefore students **must participate** and they **must take a role in at least one performance per year.**

Food Technology $100

 The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

The course areas of study include:
- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Note: A compulsory subject fee will be charged for students enrolling in Food Technology. Practical work in this course may not begin until subject fees are paid.

Information and Software Technology $10

Students studying this course will be equipped to make appropriate and informed decisions about information and software technology both at a personal level and in the workplace. The course promotes interest in the field and critical reflection about information and computer technology as an integral part of modern society. Core content of the course provides students with specialised knowledge of the following:

- Past and emerging technologies
- Information systems eg: word processing, spread sheets and databases
- Communication systems eg: networking, email and internet
- Graphic systems eg: desktop publishing, power point displays and advertising
- Modelling and simulation systems eg: flight simulators and mathematical models
- People involved in the field of information and software technology
- Legal, ethical, social and industrial issues
- Artificial intelligence systems eg: robots
- Hardware and software
- Internet and Website development

Students develop information and software technology solutions through project work, which may be completed individually and collaboratively.

It is not necessary to have a computer at home to study this course.

Industrial Technology

The aim of the Industrial Technology course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects.

The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

From 2022 students at Oberon High school will be able to select from Four strands as listed below:

- Building and Construction
- Engineering
- Metals
- Timber

(The description of these courses follow on from this page.)

Industrial Technology - Building and Construction $60

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

The Building and Construction 1 core module develops knowledge and skills in the use of tools, materials and techniques related to building and construction. These are enhanced and further developed through the study of the Building and Construction 2 specialist module.

Projects should reflect the practical nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction technologies.

These may include:
- construction of small structures
- scale models
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups. Projects will promote the sequential development of skills, use a range of appropriate materials and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology - Engineering

$60

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

The first module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms. These are enhanced and further developed through the study of specialist modules in:

- alternative energy
- control systems
- a school-developed module
- transport
- a range of devices and appliances with both electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Industrial Technology - Metals

$60

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to Metals and it's associated industries. The Metal focus area comprises two content areas: The core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.

Practical projects should reflect the nature of the Metals focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies.

These may include:
- fabricated projects
- metal machining projects
- sheet metal products

The Art Metal core module develops knowledge and skills in the use of tools, materials and techniques related to art metalwork. These are enhanced and further developed through the study of the Art Metal specialist module. Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with art Metal-related technologies.

These may include:
- artistic metal projects
- jewellery and accessories

Industrial Technology - Timber

$60

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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

These may include:
- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Music

$Nil

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. 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 activities that reflect the real world practice of performers, composers and audiences.

The integration of experiences in these areas will enhance students' understanding and ability to manipulate all the concepts of music in differing musical contexts.

Music is performance based subject, therefore students **must participate** and they **must take an active role** in the schools major performance each year.

Physical Activity and Sports Studies (PASS)

$Nil

This course builds on the skills, experiences and understanding developed through the mandatory PDHPE course. The aim of the Year 9 or Year 10 PDHPE elective is to:

Develop students' knowledge and understanding of ways to build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individuals and group physical fitness activities, and the use of physical activity for therapy and remediation.

Shows how physical activity is essential to improving health status and quality of life, its effectiveness in stress management, therapy and rehabilitation, injury prevention, promotion of physical fitness, improves movement skills, analyse movement performance and assist the performance of others.

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

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

This course is a strong theory based course with practical applications of the learned aspects and theoretical material. Particularly useful to those students wishing to enter the PDHPE or the Sport, Lifestyle and Recreation CEC course in Stage 6 or those who are interested in working in the sports industry and need certification.

Photography and Digital Media

$50

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of practice, conceptual knowledge and technological development.

The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia. We live in an increasingly image-saturated world and the ability to navigate this field is ever more important today.

This course is intended to approximate the historical and contemporary practice of artists, photographers, videographers, filmmakers, animators and critics who provide real-world models for learning and are the exemplars of career options available to students. Students will explore the practices of a number of these through both practical and theoretical studies within this course.

The subject encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It differs from the offerings of the stage 5 Visual Arts course in that it allows opportunities for students to investigate photographic and digital media in greater depth and breadth through a more exclusive focus.

Note: An SD card is compulsory equipment for the course and can be purchased from any electronics retailer for approximately $10. Practical work in this course may not begin until subject fees are paid.

Visual Arts

$50

Visual Arts plays an important role in the social and cultural development and awareness of students. It offers a wide range of opportunities for students to develop, critique and explore their creative interests. Students will be encouraged to develop intellectual and practical autonomy, reflective action, critical judgment and a deeper understanding of Art and Visual Culture. Visual Arts recognises that in contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. This course empowers students to engage as active agents in visual forms of communication and better manage these forms of communication in an increasingly image-saturated cultural landscape and work environment.

Visual Arts builds understanding of the various practices in this field by covering a diverse range of media across both contemporary and historical cultures. Students will approximate the practice of artists, designers, curators, critics and historians as the basis for their assessment in preparation for professional engagement with the arts toward more creative career opportunities.

Students will undertake practical work in a selection of media such as drawing, painting, photomedia, textiles, graphics, design, sculpture, ceramics, installation and time-based forms. Student will be required to keep a diary as a record of practice and a site of experimentation. Students will undertake art-critical and art-historical writing producing such work as essays, proposals, artist statements and exhibition reviews.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It is recommended study for students intending to study Visual Arts in Stage 6 as the course allows for deeper study of the Visual Arts and further development of students practical skills in this area.

Note: A Visual Arts Process Diary is a compulsory component of the course and can be purchased from the front office for $6.50. Practical work in this course may not begin until subject fees are paid.

Work Education

$Nil

Work education provides students with opportunities to develop knowledge and understanding of the world of work, including its dynamic and diverse nature. Students prepare for the working world by developing an understanding of the roles, of education, training and employment, and an appreciation of the role of lifelong learning in career development and managing transitions. They develop transferable work-related skills, including interpersonal skills and entrepreneurial behaviours.

Work education provides opportunities for students to explore the nature of work and current workplace issues, including the rights and responsibilities of employees and employers, and workplace safety. The purpose and roles of education , employment and training organisations in planning and managing their own transitions are investigated. Students are encouraged to explain their personal goals, attributes and values to inform choices and career pathway plans.

Students develop skills, attributes and entrepreneurial behaviours for effective participation in work and society, including skills related to career development and managing transitions. They develop research and communication skills that relate to the world of work and have opportunities to use appropriate forms to communicate information for different audiences.

Work Education provides opportunities for community and work-based learning, enabling students to explore possible future work options and career pathways.

Other Subjects/Avenues of Study

There are other subjects which MAY be available through an alternate delivery approach such as Distance Education.

Please check the NESA Website for other elective courses which are available.

https://educationstandards.nsw.edu.au/wps/portal/nesa/home

Subjects in this booklet which do not run due to lack of numbers through student choice may be available for students to complete using an alternate provider such as Dubbo School of Distance Education .

Information can be found at:

http://www.dubbo-d.schools.nsw.edu.au/

Studying through Distance Education is a significant commitment and one that will require the capacity to complete all work remotely and with limited supervision. Students who do not possess a large degree of self-motivation traditionally have struggled with the expectations of this mode of learning. In saying that, students with a passion for learning in a specific area and have the requisite literacy skills to negotiate a large amount of reading have been successful.

Please see Ms Grace about these subjects if need be.