PORT HACKING HIGH SCHOOL

SUBJECT INFORMATION
YEARS 9, 10
2026/2027

SELECTION OF ELECTIVE SUBJECTS

FOR YEARS 9 & 10, 2026 - 2027

Dear Parents/Guardians,

During Years 7 and 8, your child has followed a prescribed range of subjects, which has enabled them to experience a range of educational activities.

For Years 9 and 10, students study a core of subjects and three elective subjects. This enables your child to study subjects of their choice in greater depth.

The core subjects which all students must study are: English, Geography, History, Mathematics, Personal Development, Health and Physical Education (PDHPE), Science, and participation in Sport. The choice is then made of three elective subjects. This selection of subjects will comprise your child's course of study for Years 9 and 10.

The range of Elective subjects is shown below:

Child Studies
Commerce
Computing Technology
Dance
Drama
Elective History
Food Technology
French
Graphics Technology
Music
Photographic & Digital Media
Physical Activity & Sports Studies
Textiles Technology
Visual Arts
Visual Design

<u>Maximum of 2 of these electives</u>

Industrial Technology – Metal
Industrial Technology – Multimedia
Industrial Technology – Timber

PLEASE NOTE

1. Every effort is made to give students their first choice electives but this depends on staffing, rooming and consequently, is not always possible.
2. If numbers are insufficient to establish a class in any subject, affected students will be invited to make another selection.
3. Financial contributions are required for a number of Elective subjects. These contributions are to cover the cost of materials used by the students in the completion of practical tasks. Completed projects become the property of the student.
   Please contact the Principal if you wish to choose a particular elective but have difficulty with the financial contribution. You may be eligible for support through the Student Assistance Scheme.
4. Students should select a subject because they are genuinely interested in it, *i.e.* they feel they will obtain satisfaction from it and succeed at it. A subject should not be selected merely because friends intend to select it.
5. A subject should not be selected because the student believes a particular teacher will be teaching it - there is no guarantee that a given teacher will be teaching a particular class.
6. No subject is a prerequisite to selection of a similar subject in Years 11 and 12 for the Higher School Certificate. (HSC Language courses are available for beginners in Year 11, as well as Language courses which continue from studies in earlier years.)

RECORD OF SCHOOL ACHIEVEMENT (RoSA) QUALIFICATION:

To qualify for the award of a RoSA, a candidate:

Must have a satisfactory record of attendance, conduct and progress throughout Years 9 *and* 10.

Please discuss the Elective options, outlined in this booklet, carefully with your child, and enter on the internet site as explained on the separate sheet.

The following information gives a brief outline of each of the courses offered in Years 9 and 10.

Please remember, formation of elective classes depends on the number of students nominating for the courses.

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SUBJECT INFORMATION

CORE SUBJECTS

ENGLISH

Core Subjects

English is a compulsory subject throughout high school. The aim of the Stage 5 English course is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Engaging with texts is central to the study of English. In Years 9 and 10, students undertake essential content, and work towards course outcomes, by engaging meaningfully with a range of texts. These are selected in order for students to study features within and between texts that can enhance their knowledge, understanding and experience of how texts represent the world.

In Stage 5, students are required to engage meaningfully with:

- Extended prose (fiction and nonfiction)
- Poetry
- Film
- Drama
- A range of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across Years 9 and 10, the selection of texts will give students experiences of:

- A range of fiction and non-fictions texts that are widely regarded as quality literature
- A range of texts by Aboriginal and Torres Strait Islander authors
- A range of quality texts from around the world, including texts about intercultural and diverse experiences
- A range of cultural, social and gender perspectives, including from popular and youth cultures
- Shakespearean drama

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English Stage 5, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

Students engage with literature from Australia, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and from across the world. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections. By exploring historic and contemporary texts, representative of a range of cultural and social perspectives, students broaden their experiences and become empowered to express their identities, personal values and ethics.

Through reading, viewing and listening to texts, students will use a range of personal, creative and critical strategies to interpret complex texts. In their understanding and responding to texts, students will: analyse how meaning is created through the use and interpretation of increasingly complex language forms, features and structures; evaluate how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes; investigate and explain ways of valuing texts and the relationships between them. In expressing ideas and composing texts, students will craft personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning as well as use processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

Fee: Year 9 – $15 & Year 10 – $15

GEOGRAPHY (MANDATORY)

RoSA completed in Year 9

A study of geography aims to:

- stimulate students' interest in and engagement with the world
- develop an understanding of the interactions between people, places and environments
- develop understanding of the importance of sustainability and intercultural understanding
- assist students to become informed, responsible and active citizens

Where appropriate, students are provided with opportunities to investigate a wide range of places and environments from local to global scales. Students will learn how to use a variety of tools (such as maps and graphs) and will participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

This course comprises four topics:

Year 9 Only – Whole Stage 5 course

- Sustainable Biomes
- Changing Places
- Environmental Change & Management
- Human Wellbeing

Coursework is complemented by field work, visual representation, case studies, research activities and state-wide competitions.

It is expected that, by the end of the course, students will have developed competencies in a broad range of inquiry skills, understanding of local and world issues and lifelong skills in reasoning and communicating effectively.

Important

Students will receive a grade for geography at the end of Year 9. This grade will be the first grade to contribute towards their Stage 5 Record of Student Achievement (RoSA) which is awarded at the end of their Year 10 studies. N-Award policy applies to this subject in Year 9. Geography is a mandatory RoSA subject. Students who do not satisfactorily complete this course will be awarded a Non-Completion Determination for the subject and will not qualify for a Stage 5 RoSA.

NB: Students will complete the mandatory history component for Stage 5 RoSA in Year 10.

Fee: Year 9 – $15

HISTORY (MANDATORY)

RoSA completed in Year 10

A study of History aims to:

- stimulate students' interest in and enjoyment of exploring the past
- develop a critical understanding of the past
- enable students to participate as active, informed and responsible citizens.

This course provides students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.

Year 10 Only

The Making of the Modern World
Overview
- Industrial Revolution
- Australians at War (mandatory study)

The Modern World and Australia
- School-developed topic: The Holocaust
- Rights and Freedoms (mandatory study)

Coursework is complemented by site studies, audio visual presentations, research and state wide competitions, incursions and excursions.

It is expected that, by the end of the course, students will have developed the knowledge and skills essential for their future roles as active, informed citizens such as understanding motivation, causation, consequence and empathy.

NB: Students study the mandatory geography component of Stage 5 RoSA in Year 9.

Fee: Year 10 – $15

MATHEMATICS

In Stage 5 Mathematics is mandatory.

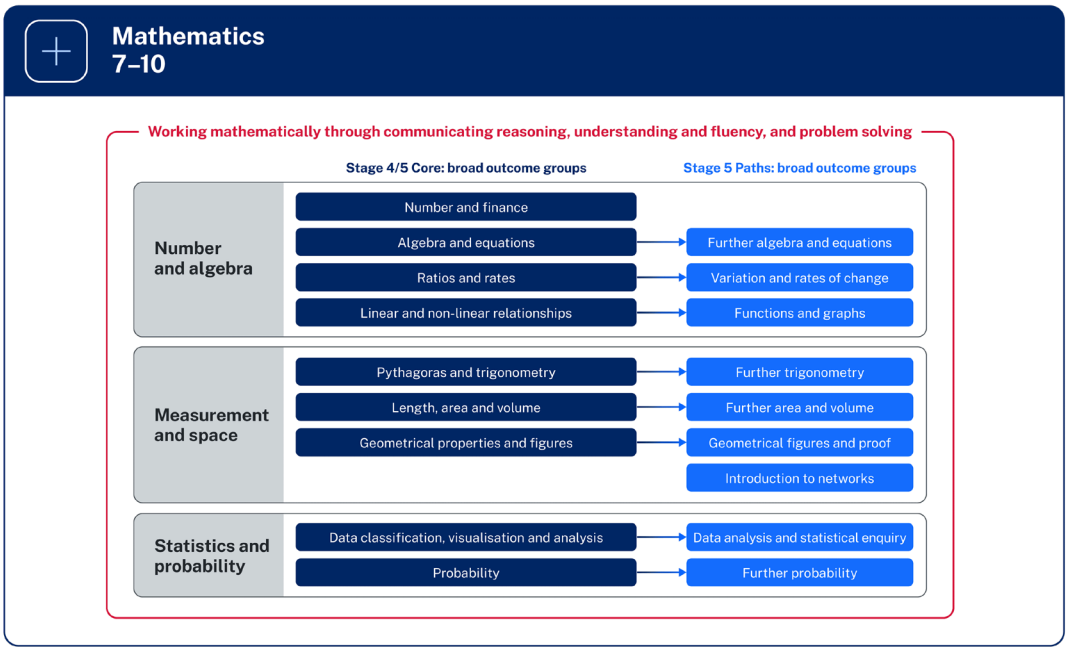
The Stage 5 Mathematics syllabus follows a Core - Path structure. The aim is to enable students to become confident users of mathematics.
The outcomes and related content are as follows:

- Number and algebra
- Measurement and space
- Statistics and probability

There is also one overarching working mathematically outcome which is embedded into all content areas. The working mathematically processes are:

- Communicating
- understanding and fluency
- reasoning
- problem solving.

The Core–Path structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. It allows time for students to demonstrate understanding as well as extend students as far along the continuum of learning as possible. This enables students to have the knowledge and skills necessary to engage in the highest level of mathematics possible.



Fee: Year 9 – $15 & Year 10 – $15

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education contributes significantly to the cognitive, social, emotional and physical development of students. It provides the opportunity for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in our lives.

Learning in Personal Development, Health and Physical Education encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and of a commitment to continue learning throughout life. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have application in a number of vocational areas.

Students will complete theory studies in PDHPE throughout Years 9 and 10 as part of the requirement for a RoSA (Record of School Achievement). Content is organised into three strands:

- Health, Wellbeing and Relationships
- Movement, Skill and Performance
- Healthy, Safe and Active Lifestyles

Students will complete practical lessons in:

- Athletics
- Dance
- Fitness
- Games - Individual
  - Team
- Recreation Activities

Fee: Year 9 – $15 & Year 10 – $15

SCIENCE

The study of Science provides students with a contemporary and coherent understanding of some of the basic laws, theories and principles of biology, chemistry, physics and other scientific fields and their application.

It includes an examination of the technology that uses these laws, theories and principles and the impact of this science and technology on society. Courses reflect the interdisciplinary nature of science and focus on the interdependence of Science, Technology and Society.

This subject aims to encourage students to develop a range of practical skills including the use of current instrumentation, information technology and an increased ability to communicate understanding.

It develops a student's understanding of:

- science as a continually developing body of knowledge
- the role of experimentation in deciding between competing theories
- the provisional nature of scientific explanations

In addition, this course develops further understanding of the interdisciplinary nature of science, the complex relationship between evidence and ideas and the impact of science on society.

Fee: Year 9 – $15 & Year 10 – $15

ELECTIVE SUBJECTS

CHILD STUDIES

The Child Studies course develops in students the knowledge, understanding and skills to positively influence the wellbeing and development of children between 0-8 years.

Aim of the Course:

- To develop confidence in aspects relating to the care of children
- To enhance students' knowledge of childcare issues
- To make informed decisions regarding the care and nurture of children
- To develop a caring sensitive attitude towards children
- To develop skills to provide a healthy environment to develop a child to their full potential
- To explore formal and informal support networks available to families within the community
- To develop skills as a future parent
- To develop communication skills through use of computer technology, oral presentations, field studies and practical activities
- To provide knowledge, skills and attitudes which will link with further study at the senior and tertiary level, e.g. Community and Family Studies, Child Care at TAFE, Early Childhood Teaching

Year 9 Course

Modules

- Preparing for Parenthood
- Family Interactions
- Conception to Birth
- Newborn Care
- Play and the Developing Child

Year 10 Course

Modules

- Health and Safety in Childhood
- Food and Nutrition in Childhood *(practical assessment)*
- Media and Technology in Childhood
- The Diverse Needs of Children
- Childcare Services and Career Opportunities

Fee: Year 9 – $15 & Year 10 – $30

COMMERCE

Commerce is popular because it is practical, interesting and relevant. It helps students make sense of the outside world by answering many questions relevant to their lives now and in the future.

As consumers, students already interact with the commercial world. Commerce helps prepare students for lifelong skills useful in earning an income, being astute consumers, voting, being aware of the law and being responsible citizens. The course provides a mixture of practical tasks and experiences as well as a solid theoretical background on a wide range of concepts.

Context is supplemented by excursions, talks by local business people, the police and other professionals.

Commerce is a useful introductory course for Economics, Business Studies and Legal Studies in the senior school.

A study of Commerce aims to:

- equip students with the necessary knowledge and skills for life in a changing commercial environment
- provide students with an understanding of activities such as purchasing goods and services, managing money, voting, taxation, job applications and keeping records
- provide knowledge about government and citizenship
- provide career and job seeking skills that include teamwork, leadership, project management and self-evaluation
- provide an understanding of the structure and mechanisms of business
- equip students with skills to function efficiently as consumers

The course is structured around seven broad areas: **business; consumers; government; labour; law; money and records**.

There are four core topics in Years 9 and 10.

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

Schools must also complete 5 topics from the below options:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Toward Independence
- School-developed Option

Fee: Year 9 – $15 & Year 10 – $15

COMPUTING TECHNOLOGY

Aim

The study of Computing Technology in Years 9/10 enables students to:

- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

Course Description

Studying Computing Technology 9/10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology, students have opportunities to develop systems thinking skills in analysing data, designing for user experience, connecting people and systems. Students also have opportunities to develop computational skills through developing websites and apps, building mechatronic systems, and creating simulations or games.

Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

The course consists of 6 focus areas:

- Category 1: Modelling networks and social connections
- Category 1: Designing for user experience
- Category 1: Analysing data
- Category 2: Building mechatronic and automated systems
- Category 2: Creating games and simulations
- Category 2: Developing apps and web software

Students undertaking the 200-hour course will complete*:*

- A minimum of 2 of the above focus areas from each category
- practical learning and project work for most of the course time
- at least one group project

Future pathways*:*
Computing Technology prepares students for further study at TAFE, continuation into the HSC areas of Enterprise Computing and/or Software Development as well as for technology vocations.

Fee: Year 9 - $15 & Year 10 - $15

DANCE

You don't need any form of dance training or previous experience to do dance as a subject. You only need to be interested in dance, be willing to challenge yourself to create original movement and be ready to move.

Dance as an elective aims to develop students' ability to express themselves through movement. 70% of course time is practical. The course integrates 3 different components – performance, composition and appreciation.

Performance-Developing dance technique and performance quality to communicate ideas through numerous dance styles – including modern, ballet, traditional Australian dance and various styles from different eras. Students develop an understanding of how the body moves safely, with an emphasis on the quality and efficiency of the movement.

Composition-Opportunities to create and structure movement to express and communicate ideas through the use of the elements of dance. Devising original and interesting ways for the body to respond. It also includes an introduction to composing with technology to create documentaries and Dance films.

Appreciation-Describing and analysing dance as an expression of ideas with a social, cultural or historical context. Developing an understanding of why people dance, the message they try to communicate and how that has changed through history.

Throughout Years 9 and 10 a sample of the topics that students can study include:

- Safe Dance - How the body moves and the body systems
- The Elements of Dance – Space, Time, Dynamics
- Modern Dance
- Musical Theatre
- Dance in Australia
- Dance on Film
- Dance Analysis

Fee: Year 9 – $15 & Year 10 – $15

DRAMA

Drama is a dynamic learning experience that caters for a diverse range of students. The Stage 5 syllabus draws on the contemporary drama and theatre practice of **making, performing** and **appreciating** drama. These practices are active, experiential, critical and reflective.

Drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others. Self-confidence, motivation and self-esteem are developed through devising, workshopping, rehearsing and performing of individual and collaborative works.

Objectives include:

- communicating with increased skill and confidence, through both verbal and non-verbal means
- working cooperatively and creatively in group situations
- using and experimenting with the elements of dramatic presentation
- writing critically about drama and theatre
- realising scripted and non-scripted material in performance
- improvising and playbuilding
- performing script drama, including media scripts
- learning performance techniques
- learning technical aspects of theatre
- understanding the place of drama in society, present and past

Throughout Years 9 and 10 a sample of the topics that students can study include:

- Elements of Drama
- Commedia Dell Arte
- Playbuilding
- Australian Theatre and Working with a Text
- Comedy and Clowning
- Shakespeare
- Small Screen Drama
- One Act Plays
- Monologues

Fee: Year 9 – $15 & Year 10 – $15

ELECTIVE HISTORY

Elective History is a course that is taught in addition to the Stage 5 Australian History course taught in Years 9 and 10.

There are a variety of topics that can be taught in Elective History.

Topic 1 Constructing History

- Biography
- Family History
- Film as History
- Historical Fiction
- Heritage and Conservation
- History and the Media
- Local History
- Museum and/or Archives Studies
- Oral History
- Historical Reconstructions
- A history website/CD-ROM

This unit focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical situations.

Topic 2 Ancient, Medieval and Early Modern Societies

- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- An Asian Study
- The Americas
- The Pacific
- Africa
- A 19th century study
- A 20th century study

This topic offers an opportunity to study in depth the major features of an ancient, medieval or early modern society.

Topic 3 Thematic Studies

- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Sport and Recreation in History
- War and Peace
- World Myths and Legends
- Crime and Punishment
- Music through History
- Slavery
- Terrorism
- Women in History
- School-developed study

This unit offers the opportunity to enjoy the study of a topic of interest to the student. Students should begin to work more independently and to apply the historical skills so far acquired.

Fee: Year 9 – $15 & Year 10 – $15

FOOD TECHNOLOGY

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing concerns about food, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes. Students will explore food related issues through a range of creative and independent practical experiences allowing them to develop a range of solutions to food related needs.

Making informed food decisions requires an understanding of nutrition principles in both theory and practice. Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation with nutritional considerations and consumption patterns.

Students studying the course are required to complete six to eight of the following focus areas. These will be decided by the teachers according to student needs.

Focus Areas

There are eight focus areas:

- 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

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experience allows students to develop skills and confidence in the use of a range of equipment and appropriate food presentation.

Fee: Year 9 – $135 & Year 10 – $135

FRENCH

WHY LEARN A LANGUAGE?
Are you ready to unlock new opportunities and make your future brighter? Choosing to learn French can be one of the most exciting and rewarding decisions you'll ever make. Here's why:

Boost Your Brainpower: Studies show that learning a language improves memory, problem-solving skills, and creativity. It's like a workout for your brain!
Expand Career Opportunities: French is a global language, spoken on five continents. Knowing French can set you apart in the job market, as employers value bilingual candidates who can communicate with clients and colleagues worldwide.
Experience Rich Culture: French is the language of art, fashion, cuisine, and philosophy. By learning French, you'll explore new traditions, foods, music, and ways of life. It's like traveling to France without leaving your classroom!
Cultural Excursions: Our French program includes exciting cultural excursions, such as visiting French restaurants, watching French films, and attending local French festivals. Plus, there's the possibility of an overseas trip to France, where you can immerse yourself in the language and culture firsthand!
Make New Friends: Through your studies, students may have the chance to connect with students from French speaking schools. Students can connect with people from different backgrounds and build lifelong friendships. Speaking French allows you to interact with a wider range of people, both locally and globally.
Travel with Confidence: Whether it's for a vacation or study abroad, knowing French enhances your travel experiences. You'll navigate new places with ease and truly immerse yourself in the culture.
Achieve Academic Success: Learning French can improve your performance in other subjects too. It enhances your listening and reading skills, which are beneficial across all areas of study.

Choose to learn French and open the door to a world of possibilities!

The courses prepare students to communicate in everyday situations including:

- eating at restaurants and cafés
- discussing leisure time and hobbies
- organising travel arrangements
- shopping
- discussing friends, family and school life
- making arrangements

The benefits of Language study are plentiful, whether it be for pleasure, travel or to enhance future employment opportunities in a chosen field in an ever increasing globalised market.

Fee: Year 9 – $15 & Year 10 – $15

GRAPHICS TECHNOLOGY

This practical based course aims to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

Students will be involved in designing and drawing images in the following areas:

- Computer Aided Drawing (CAD)
- Engineering Drawing – orthogonal, AS1100 standards
- Pictorial Drawings – isometric, oblique, perspective
- Product Drawing
- Architectural and Landscape drawings
- Coloured presentation media – shading, tone, texture
- Applied Geometry

Students will use a range of equipment and resources including: drawing boards, computers, digital cameras, scanners, printers, coloured graphic media and a range of drawing software programs and 3D printers.

This course will suit any student interested in engineering, architecture, surveying, drafting, interior or graphic design and landscape design. This course will also prepare students for further study in a trade or related TAFE course or apprenticeship, continuation into Engineering Studies, Industrial Technology or Design and Technology in Years 11 and 12, as well as giving students valuable skills and knowledge for the workforce.

Fee: Year 9 – $15 & Year 10 – $15

INDUSTRIAL TECHNOLOGY – METAL

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

Practical projects undertaken would reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal related technologies. These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects

Students will gain experience in bench work, using a variety of hand tools, as well as metal turning on the lathe and milling machine, and various joining processes such as soldering, brazing and welding.

Projects could include: surfboard rack for a bicycle, BBQ, mechanics trolley and furniture.

Whether students wish to gain skills in a recognised trade area or to team interesting recreational and hobby skills for later life, then Industrial Technology (Metal) will suit both boys and girls who are looking for a different and interesting elective. It will also prepare students for further study in a trade course and continuation into Design and Technology in Year 11 and 12.

Fee: Year 9 – $30 & Year 10 – $60

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Multimedia
If you enjoy creating or want to learn how to create graphics, videos, special effects, web sites, publishing, advertisements, animations and games you should think about selecting Multimedia as one of your subject choices.

Course Information
The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia. Multimedia can be described as communication combining one or more of: text, graphic, video, animation, hypermedia (web) or audio media components.

Core content develops studied knowledge and skills in the use of a range of media types which are enhanced and further developed through the study of specialist modules. Students are encouraged to personalise their projects and extend their skills and understanding in the media they wish to specialise in.

Students undertake a range of **practical experiences and projects** that occupy the majority of course time. These experiences aim to develop knowledge and understanding of and skills in designing, producing and evaluating.

Projects include:

- Image manipulation using Adobe Photoshop
- Animation using industry standard software
- Video and Music/audio productions using Adobe Premiere
- Game creation using game development platforms
- Website design and HTML coding

Students will use a range of equipment, tools and machines in the multimedia industry which may include digital cameras, scanners, green screens and both 3D and colour laser printers.

How is student achievement assessed in this course?
The majority of the course is project based where students participate in practical experiences of developing their skills with a range of programs. There are examinations based on key content and theory. In addition, students will produce an accompanying digital portfolio for each of the projects which document their designs, planning, research, technique selection, problem solving and evaluation.

This course will prepare students for further study in a TAFE course, continuation into Design and Technology in Years 11 and 12, as well as giving students valuable and rewarding recreational skills.

Fee: Year 9 – $15 & Year 10 – $15

INDUSTRIAL TECHNOLOGY – TIMBER

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in Cabinetwork.

Practical projects undertaken would reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understand and skills related to timber-related technologies. These may include:

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

Students will make a number of projects from a variety of timbers and wood products. They will use tools, machinery and processes, including CNC Router technology and laser cutting in the construction of their projects. Projects could include: Jewellery Box, Wall Cabinet, Speaker Table, Occasional Table, Bedside Cabinet and Entertainment Cabinet

This course will prepare students for further study in a trade course, continuation into Industrial Technology Timber or Design and Technology in Year 11 and 12, as well as giving students valuable and rewarding recreational and life skills.

Fee: Year 9 – $50 & Year 10 – $65

MUSIC

Who should elect to do Music for RoSA?
I should consider Music as a RoSA subject if one or more of the following statements apply to me:

- I enjoy singing and/or playing an instrument
- I enjoy composing my own music
- I enjoy listening to music and talking about songs
- I enjoy finding out about different bands, artists and styles of music
- I think I might like to study Music for the HSC

What will I be studying?
During RoSA Music studies, you will experience music through:

- Performance – playing music as a soloist/as part of an ensemble
- Composing – writing, developing and recording your own music
- Musicology/Listening – analysing a wide range of recordings and performances

You will engage in these activities through a number of different topics which reflect a wide variety of musical styles.

There is one compulsory topic: **Australian Music**. You will then study a choice of topics from two groups outlined below. You will study at least **2 topics** from **Group 1** and **2 topics** from **Group 2.**

Group 1
• Baroque Music • Classical Music • Nineteenth – century Music • Medieval Music • Renaissance Music • Art Music of the 20th and 21st Centuries • Music of a Culture • Music for Small Ensembles (Group 1) • Music for Large Ensembles (Group 1)

Group 2
• Popular Music • Jazz • Music for Radio, Film Television & Multimedia • Theatre Music • Music of a Culture (different from Group 1) • Music for Small Ensembles (Group 2) • Music for Large Ensembles (Group 2) • Rock Music • Music and Technology

Fee: Year 9 – $15 & Year 10 – $15

PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description

Photographic and Digital Media provides specialised learning opportunities which equips students with skills and techniques desired in creative fields. It provides opportunities for students to enjoy making and studying a range of photographic and digital media works, enabling students to represent their ideas and interests about the world. Students will develop skills in the use of film and digital SLR cameras in relation to shutter speed, aperture and ISO. Students will learn post editing techniques, including the program Photoshop, while also studying photographers and filmmakers to developing their critical and creative thinking.

This course provides opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course. The subject is delivered with a practical focus, approximately 60% of the time dedicated to creating designed objects and 40% to critical and historical interpretations and explanations.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. Students will recognise that the broad areas of photography and digital media as print, interactive and moving forms, are extremely relevant and of fundamental value to their evolving technological world. The Photographic and Digital Media course has been designed for students who engage in project based learning, are creative thinkers, problem solvers and have an interest in new technologies.

Course Requirements

As part of their studies in this course, students will be required to use a **journal** to document explorations of ideas and to record relevant technical information. Students are also required to produce a **folio of work,** developed over time.
Students should consider the following table of photographic and digital media forms to assist them in making choices for this course.

Print	**Object**	**Space-Time**
• photographic media including film photography, camera based and non-camera based works • digital media in printed form • manipulated images including collage, montage and image transfers • enhanced images derived from wet photography • computer-generated images • installation works • other still photographic and digital forms may also be included	• computer-generated images • hypertext works • web design • internet art • performance works • installation works • audio works • other interactive photographic and digital forms may also be included	• video • film • animation • performance works • installation works – time based • other moving photographic and digital forms may also be included

This course runs alongside of the Visual Arts course and is structured similarly. Students undertaking Photographic and Digital Media in Years 9 and 10 are eligible to continue their specialisation in the HSC Visual Arts course.

Fee: Year 9 – $45 & Year 10 – $40

PHYSICAL ACTIVITY AND SPORTS STUDIES

This course caters for students with a keen interest in sport as a competitive and/or recreational pursuit. It will provide them with an opportunity to broaden their experiences and improve their understanding, skills and attitudes in relation to the body in motion.

The aim of the Physical Activity and Sports Studies syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

It builds on the skills developed in the PDHPE syllabuses, i.e. communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these into a set of higher order skills that assist students to participate effectively in physical activity and sport.

These include the ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Areas of Study

The content is organised in modules within the following three Areas of Study:

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

Theory Topics:

- Body systems and energy for physical activity
- Issues in Sport
- Fitness and Nutrition for Performance
- Physical Activity for Specific Groups
- Sports Coaching
- Promoting Active Lifestyles
- Event Management
- Australian Sporting Identity
- Nutrition and Physical Activity
- Physical Fitness

Students will learn through experiences which include:

Sports: Basketball, European Handball, Aussie Rules, Ultimate, Tennis, Badminton, Golf, Netball, Aboriginal Games, Disabled Games, American Football, Surfing and Surf Survival, Fencing

Outdoor Recreation**:** Year 10 Snow Ski/Boarding Camp subject to Department of Education approval.

Fee: Year 9 – $15 & Year 10 – $15

TEXTILES TECHNOLOGY

A study of Textiles Technology provides students with a broad range of knowledge of the properties, performance and end uses of textiles. Students will learn about fabrics, yarns and fibres, designing with textiles and the role of textiles in society.

Areas of Study
There are three areas of study

- Design
- Properties & Performance of Textiles
- Textiles & Society

These will be addressed throughout the units of work and project work.

Project work forms the basis of **every** unit of work.
There are two components of project work:

- Development of practical skills to produce a textile item
- Documentation of student work recorded in a folio or storyboard

Students will complete a textile item for each unit of work completed, thereby developing practical skills in designing, producing and evaluating.

Textile projects will give students the opportunity to be creative, independent learners and explore the functional and aesthetic aspects of textiles.

A *minimum* of 4 units of work will be completed over two years covering a *minimum* of 3 **focus areas**.

Focus Areas
Focus areas direct the choice of student projects and include:

- Apparel e.g. clothing and accessories
- Furnishings e.g. cushions, bedspreads, quilting, table linen, lampshades etc.
- Costume e.g. theatre costumes, fancy dress costumes, dance costumes, masks etc.
- Textile Arts e.g. wall hangings, embroidery, wearable design, etc.
- Non-apparel e.g. backpacks, bags, toys, etc.

Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests.

There is a subject fee that contributes toward the cost of textile sundries and equipment.

Fee: Year 9 – $25 & Year 10 – $45

In addition, students are responsible for the cost of their own materials for each project.

VISUAL ARTS

Visual Arts fosters interest and enjoyment in the making and studying of art. In our modern world many kinds of knowledge are increasingly managed through imagery and visual codes – technology including television, computers, photography, film, digital media and graphics. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for **students to develop their own interests**, to be **self-motivated and active learners** who can **take responsibility for and continue their own learning in school and post-school settings**.

An elective study of Visual Arts continues to build an understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds, whilst students develop their own artmaking skills.

Taught with a practical focus, approximately **60%** of the time will be **dedicated to artmaking** and **40%** to **studying the critical and historical interpretations and explanations of art.**

In the elective course students engage with **practice**, the **conceptual framework** and **frames** in making and interpreting art.

In their **artmaking,** students will have the opportunity to explore a range of ideas and interests in the world, in **at least two of the broad areas of 2D, 3D and/or 4D forms**. They will also have the opportunity to engage in **drawing, printmaking, painting, sculpture and computer-based technologies.**

Students **are required to keep a visual arts process diary**, as a record of their artmaking process as they; enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practiced in selecting and utilising appropriate materials and techniques for making artworks.

In studying the **critical and historical interpretations and explanations of art, students utilise the conceptual framework and the four frames** to understand the visual arts. Building an appreciation of individual artists, trends, movements and styles as related to themes being studied in practical artwork will help to provide them with valuable insight and ideas to further improve and inform their own practice.

Fee: Year 9 - $50 & Year 10 - $50

VISUAL DESIGN

Visual Design offers students the opportunity to specialise in different media, discover new ways to express themselves and take advantage of the many opportunities to explore and exhibit their creations. This course asks students to question the traditionally accepted boundaries of visual design and the changing nature of product advertising with emerging technologies, encouraging the creative and confident application of contemporary visual design forms. The evolution of digital technologies has altered the nature of visual design and has created new visual design practices and opportunities.

This course provides students with the tools required to design, create and promote a range of products in an evolving technological world. The subject is delivered with a practical focus, approximately 60% of the time dedicated to creating designed objects and 40% to critical and historical interpretations and explanations.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. Students will recognise and understand the ways designers need to resolve increasingly complex issues by focusing on users, creative briefs and their context when designing. It provides opportunities for students to investigate visual design in greater depth and breadth and these opportunities enable students to understand and explore the nature of visual design as a field of multiple disciplines grounded in artistic practice.

Course Requirements

Students are required to produce a **folio of work** and keep a **Visual Design Journal** to be assessed. Students could consider the following table of visual design works to assist them in making choices for this course.

Print	**Object**	**Space-Time**
• multimedia as a form of visual design • individual and group identity • the visual image in advertising • the conventions and application of illustration/ cartooning • typographic forms • visual semiotics, e.g. text, font, lettering • the application of visual images in print, e.g. posters, post cards • student-initiated forms of print design	• the body as a site for visual design, e.g. jewellery, wearables • iconic symbols • ceramic ware • habitat design • fabric • theatrical applications of visual design • containers as a site for visual design • student-initiated forms of object design	• the conventions of interactive visual design artworks • the creation of virtual worlds • the conventions of video/ animation • the use of sound and light to convey meaning • the architectural considerations of interior and exterior spaces • site specific installations and exhibitions • the environment as a stimulus for visual design • student-initiated forms of space-time design

This course runs alongside of the Visual Arts course and is structured similarly. Students undertaking Visual Design in Years 9 and 10 are eligible to continue their specialisation in the HSC Visual Arts course.

Fee: Year 9 - $50 & Year 10 - $45