



2024 - 2025

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YEAR 9 AND 10 HANDBOOK

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Introduction

This booklet contains information about the subjects students may choose to study in Years 9 and 10, in order to satisfy the requirements for the award of the Record of School Achievement (ROSA). Students will already have had an opportunity to shape their studies by selecting the language that they study in Year 8. In Year 9, students are given more choice to follow their interests. Therefore, with more choice comes more decision-making and whilst this can be exciting, some students may also be uncertain about whether the course of study is appropriate.



Building powerful learners is a key part of our mission as a school and this, of course, continues into Stage 5 where the habits of learning that they have cultivated over the last few years become more important than ever. Stretching those 'learning muscles' of resilience, resourcefulness, reflectiveness and reciprocity should take centre stage, whilst restoration, our place in and response to God's grand design, provides the foundation and motivation.

To those students who may be uncertain about the process of choosing electives, I offer the following advice: choose subjects that you are interested in, choose subjects that will challenge you. In general, senior courses (Years 11 and 12) leading to the Higher School Certificate do not require a pre-requisite subject to have been studied in Years 9 and 10. One exception may be the level of Mathematics studied. Therefore, when considering your Electives, choose those courses that you anticipate you will enjoy. If you enjoy the activities, you are more likely to engage in the learning. Secondly, choose those subjects that will be challenging. If you set high expectations for yourself, you have a goal to reach. Choosing a subject in which you simply 'coast', can lead to boredom and a lack of motivation. Choose subjects for yourself and not because of what your friends are choosing. Each person has different interests, different skills and different goals. In fact, you may change your friendship groups during Years 9 and 10 but you will not necessarily be able to change your subjects. Similarly, try not to anticipate which teachers will be teaching or not teaching a particular subject. The allocation of teaching staff to particular classes will change from year to year.

Another factor that is often over-emphasised is that the choice of certain subjects leads to specific careers. Rather, it is far wiser to choose a range of subjects that will maximise your final results and allow you to develop a set of generic skills that give you flexibility when applying for jobs or seeking further study.

I urge all students to talk to a range of staff, to visit the [NESA website for subject specific information](#) and to involve parents/caregivers in the process. I wish all students the very best for Years 9 and 10 and hope that they successfully meet the challenges that they will encounter.

The staff of the College are here to help. Please don't hesitate to speak with your Year Coordinator or relevant staff.

Mr Brendan Gorman
Deputy Principal (Learning and Innovation)

A word from your Year Coordinator – Mr David Grundy

Years 9 and 10 at Nowra Anglican College are crucial in your development as a learner and as a confident young person. Exciting and new opportunities arise and you are able to engage in a variety of interesting elective subjects. I encourage you to consider the subjects offered at the college and how these will support your academic and personal growth. I recall exploring some really interesting learning opportunities in my middle years of High School based on my enjoyment of Music and History.



I strongly encourage you to follow your passions and ambitions and how elective subjects will enable you to strive towards your goals. Please select subjects that will enhance your personal growth and consider this experience as a time for having the freedom to spark new friendships and open new pathways to learning. Avoid selecting courses simply because peers & friends are or aren't doing so, it really is a decision that is important to make based upon your own preferences.

Carefully read through the descriptions for subjects offered and discuss your options with teachers and family so that you can make informed decisions. You are encouraged to fully embrace this time and take ownership of your learning so that you can grow in knowledge, embrace new friendships and share common interests.

All the best with your subject selections and remember, I will support you as you develop into an independent learner that embodies resilience and responsibility as well as a love of learning.

Mr David Grundy
Year Coordinator

Information about the Record of School Achievement (ROSA)

The Record of School Achievement is awarded by the NSW Education Standards Authority (NESA), to eligible students at the end of their formal secondary schooling. Under NSW law, all children must be engaged in some type of education until they turn 17 years of age – either through secondary schooling or in some type of vocational training. The awarding of the RoSA is their exit qualification – there are usually two RoSAs, one at the end of year 10 and the other at the end of year 11. The student will be able to receive their RoSA via NESA Students Online portal, which they activate in year 10.

To receive the RoSA, students are required to study courses each year in Years 7-10 in:

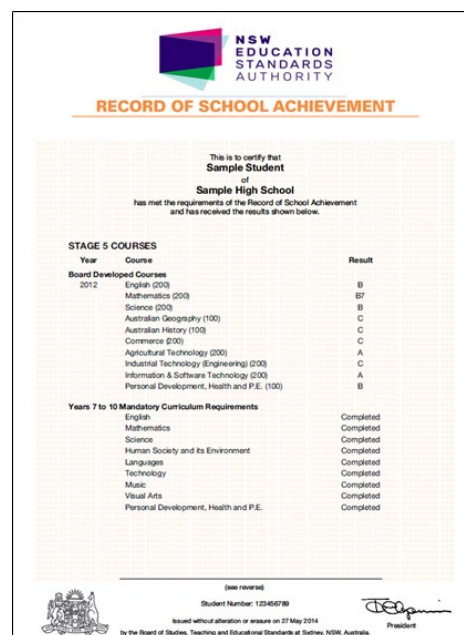
- English
- Mathematics
- Science
- Social Science
- Humanities
- Personal Development, Health and Physical Education (PDHPE)

At some time during Years 7-10, students are also required to study courses in:

- Creative Arts
- Technology and Applied Studies
- Languages Other Than English

Students in Year 10 will be required to sit for the Minimum Standards tests in:

- Reading
- Writing
- Numeracy



Students **must** gain a score at Level 3 or better to enable them to qualify for the award of the Higher School Certificate.

Students are also awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of descriptors that make up what is known as the Common Grade Scale. The grade indicates a student's full range of achievements in each course.

For each course satisfactorily completed in Years 10 and 11, the student is awarded a grade (A-E) by the student's school. Course Performance Descriptors developed by NESA are used in this process to ensure a consistent statewide standard and describe the typical performance by students in each grade.

NOTE: Any student who fails to fulfil the requirements for the award of the RoSA will not gain this credential. Instead, the student will receive a Transcript of Study, listing only those subjects which the student has successfully completed. Students may request a transcript during their time at school if it is required by another agency or organisation.

Selection of Year 9 and 10 Electives

In addition to studying the compulsory core subjects of English, Mathematics, Science, Geography, History, and PDHPE, students have the opportunity to select an additional pattern of subjects that best suits their needs and interests.

In 2025, students will select two electives. These electives will appear on their transcript of the ROSA.

Year 9 and 10 Elective Courses offered at NAC

Below are the subjects offered for study in Years 9 and 10. You will find more information about each course later on in this booklet. Please note, not all subjects listed below will necessarily be on offer in any given year. The subject selection process will provide us with the information to determine the demand for subjects.

Stage 5 Electives

Aboriginal Studies	History (Elective)
Agricultural Technology	Industrial Technology (Electronics)
Commerce	Industrial Technology (Timber)
Computing Technology	International Studies
Dance	Japanese
Design & Technology	Marine and Aquaculture Technology
Drama	Music
Food Technology	Physical Activity & Sport Studies (PASS)
French	Visual Art

People You Could Speak To

The process of choosing Elective subjects can be somewhat daunting. In making these decisions, you and your parents may wish to consult with a number of people, including people who have expertise outside of the College environment.

General Advice

- | | |
|-----------------|--|
| • Mrs Sampson | Principal |
| • Mr Gorman | Deputy Principal (Learning and Innovation) |
| • Mr Bridges | Deputy Principal (Wellbeing and Growth) |
| • Mr Bell | Head of Senior School |
| • Mr Hogan | Director of Wellbeing |
| • Mrs Valentine | Head of Studies |
| • Mrs Witenden | Pathways and Partnerships Coordinator |
| • Mr Grundy | Year Coordinator |

Subject specific advice for Electives

(Please note, these teachers may not be teaching the elective)

- | | |
|-------------------------------|--|
| • Ms Reynolds | History Elective and International Studies |
| • Mr Riou and Mrs Warner | French |
| • Mrs Brennan | Japanese |
| • Mr Mitchell | Commerce and Aboriginal Studies |
| • Mr Whitehouse | Design and Technology |
| • Mr Whitehouse | Industrial Technology (Timber) |
| • Mr Whitehouse | Industrial Technology (Electronics) |
| • Mr Ebdon, Mr Whitehouse | Computer Technology |
| • Ms McIntosh, Mrs Turner | Drama |
| • Ms McIntosh, Miss Sinden | Music |
| • Ms McIntosh, Miss Sinden | Dance |
| • Mr Whitehouse, Mrs Lawrence | Food Technology |
| • Mr Ball, Mr Baker | PASS |
| • Mrs Frost, Ms Donnelly | Visual Arts |
| • Mr Whitehouse | Agriculture |
| • Mr Whitehouse, Mr Davis | Marine and Aquaculture Technology |

Subject Selection – Student Preparation and Process

Subject selections are managed via an online process. Students select the subjects they wish to study in order of preference. These preferences are very important as they are used to determine the eventual makeup of two elective subject lines (the groups of subjects that are taught at the same time of day). Many factors are considered in the construction of subject lines including teacher availability and room availability, but the greatest consideration is given to student choice. With so many students making choices it is impossible to satisfy all students' wishes, however, this process involves the use of software to analyse student choices and other timetable constraints to arrive at the best possible solution. After the subject lines are published, a period of consultation will begin with students to either confirm their pattern of study for 2024 or make adjustments if needed.

Student Subject Selection Preparation

Week 4B Monday 15 May 2023 THRIVE time	Subject Selection Booklets released to students Booklets can be found on the Year 8 Homeroom Canvas page.
Week 5A Thursday 25 May 2023	Year 9 2024 Subject Selection Information Evening with parents and students at the College from 5.00- 6.00pm. This will consist of an informative presentation and all Heads of Departments will be present in the evening for any questions, clarification or advice.
Week 5A Friday 26 May 2023	Subject Selection Survey Opens Students will receive an email with a link to complete their subject selection online. Students will make their subject choices by indicating their two preferred electives and then four reserve subjects. They will do this by ranking these subjects <u>in order of preference</u> . It is extremely important that students list the subjects in order of preference, rather than just listing them in any order.
Week 6B Wednesday 31 May 2023	Subject Selection Survey Closes Students are asked to finalise their preferences for subject combinations. The homeroom teacher or Year Coordinator will be able to assist in this process if required.
Week 7A / 8B	Subject Confirmation Subject lines are established using student choices and students will receive an email with their allocated electives. Students will meet with a panel of staff (if required) to review their subject choices and confirm a final selection. Students have an opportunity to either accept the electives offered or change their original selection from the published subject lines.
Week 9A	Subjects Finalised Year 8 students and parents sign off on final subject selections for Year 9 2024.

Changing Subjects

Once the above timeline is complete, students will still be able to make changes to their subject selections if required. Students may change their minds once the Year 9 course is underway. It may be possible to change elective choices within **Weeks 1-4 of Term 1 2024**, but not later than Friday in Week 4. This will be handled on a case-by-case basis.

Outlines of Subjects Offered

Aboriginal Studies

Description of Course

Aboriginal Studies, in Years 9–10, provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students. Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity.

Value to Students

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

Topics Covered

Year 9

- Aboriginal Identities (Core)
- Aboriginal Visual Arts
- Aboriginal Performing Arts
- Aboriginal Oral and Written Expression

Year 10

- Aboriginal Autonomy (Core)
- Aboriginal People and Sport
- Aboriginal Film and Television
- Engaging with the Yuin Nation (Wandandian and Wodi Wodi) School Developed Option

Agricultural Technology

Description of Course

Agricultural Technology is a science-based course which offers students the opportunity to explore the production of the food we eat and the fibre we wear. Various units on different plants / animals are studied throughout Years 9-10, which utilise both the practical plots we have at school as well as students potentially participating in an excursion to complement an Industry Study and on-farm experiences.

The purpose of the subject is to provide 'Paddock to Plate' experiences for students so they can be informed and involved in consuming and maybe shaping agricultural products in the present and future.

Topics Covered

Possible units to be studied in Stage 5 are:

- Vegetable Production
- Chicken Production - Broiler (Meat) or Egg
- Orchard (Fruit) Production
- Hydroponics (Growing plants in water)
- Ethical Eating (is it right to eat caged eggs? Is live export ok? etc)
- Chilli Production
- Beef Cattle Production

Commerce

Description of Course

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Value to Students

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Course Outline

Core Study – all four core study topics

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

Options – a number of options are studied from this list

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

Computing Technology

Description of Course

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning. Computing Technology assists students to develop the knowledge, understanding and skills to solve problems in real-life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions.

Value to Students

As a result of studying this course, students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.

Topics Covered

Core Content

Computing Technology is a course in which diverse aspects of a student's prior knowledge and skills can be brought together. Students will be given opportunities to build on information and communication technology (ICT) skills when using and integrating application programs and hardware devices. It seeks to provide students with knowledge of past, current, and emerging technologies, data, hardware, software, and people involved in the field of information and software technology. The core also includes legal, ethical, social, and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively.

Course Outline

Enterprise Information Systems

- Modelling networks and social connections Desktop Publishing
- Designing for user experience
- Analysing data

Software Development

- Building mechatronic and automated systems
- Creating games and simulations
- Developing apps and web software

Dance

Description of Course

The study of Dance provides opportunities for students to learn movement principles, stylised techniques, an ability to express ideas creatively and how to analyse dance as a work of art. Integrating the practices of Performance, Composition and Appreciation is a key course feature and the elements of dance are the components that link the study of the practices.

The Stage 5 Dance course is designed for students with previous dance experience and those studying dance for the first time. While training outside of the school setting is not compulsory, it will support the development of dance technique and performance outcomes throughout the course.

Value to Students

Learning in and through dance enables students to apply their own experiences to their studies. They learn to express ideas creatively as they make and perform dances and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement. Dance in Years 9 and 10 provides a pathway to studying Dance at Stage 6 and encourages participation in and enjoyment of dance throughout life.

Topics Covered

- Performance
- Composition
- Appreciation.

Some examples of the content included in the course are:

- Safe Dance Practice
- Dance Technique
- Pioneers of Modern Dance
- History of Aboriginal Dance in Australia
- Improvisation
- Choreographic Forms
- Manipulating the Elements of Dance in Composition.

Design & Technology

Description of Course

Design and Technology will provide the knowledge, skills and attributes students need to thrive in a rapidly changing world. They will work in a collaborative classroom environment integrating key design specialisations including graphics, objects, 3D visualisation, textiles, and experience design. Students will build skills in established, new and emerging technologies both practical and digital, and develop the capacity for design thinking, innovation and entrepreneurship.

Value to Students

This elective will provide a project-based, future-focused, and solution-led learning environment. It will create students that are both resourceful and adventurous. They will be equipped with the knowledge, skills and attributes needed to understand how design-led solutions can facilitate an exciting, sustainable world.

Topics Covered

Core Content

- A holistic approach to design
- Design processes
- Activity of designers

Possible Design Projects

- DIY project and instructional video
- Custom made hoodie
- Product photography and packaging
- Object and interior design

Drama

Description of Course

The study of Drama explores and develops the physical, emotional, social, creative and expressive capabilities of students – as well as developing a sense of oneself.

The syllabus provides opportunities for students to develop a range of skills and experiences through making, performing and appreciating whilst also concentrating on areas of personal interest.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Value to Students

At a time when the world is narrowing, Drama encourages students to look outside themselves and see the bigger picture. Valuable life skills of imagination, collaboration, confidence, concentration, leadership and empathy are all encompassed in the learning experiences of Drama. Year 9 and 10 Drama provides a pathway to studying Drama at Stage 6 and encourages participation in and enjoyment of the theatre as an artform.

Topics Covered

- Improvisation and Playbuilding
- Ancient Greek Theatre
- Creating a character
- Scripted Drama
- Shakespeare
- Political/Protest Theatre
- Realism
- Melodrama

Food Technology

Description of Course

The study of Food Technology provides students with a broad knowledge and understanding of nutrition, food consumption patterns, food properties, processing, and preparation. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure, and variety food adds to life. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Value to Students

Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters to all students' needs and interests. It contributes to both vocational and general life experiences.

Integral to this course is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other studies, work, and life contexts that students may encounter.

Topics Covered

Core Content

- Food Preparation and Processing
- Nutrition and consumption

Focus Areas

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Foodservice and catering
- Food for special needs
- Food for special occasions
- Food trends

Practical experiences

- Development of food preparation skills
- Design
- Produce
- Evaluate

History (Elective)

Description of Course

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

Value to Students

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Topic Options Include:

- **Topic 1:** History, Heritage and Archaeology
- **Topic 2:** Ancient, Medieval and Modern Societies
- **Topic 3:** Thematic Studies

Industrial Technology - Electronics

Description of Course

The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to electronics and associated industries. Core modules develop knowledge and skills in the use of materials, tools, and techniques related to electronics which are enhanced and further developed through the study of specialist modules in Circuits and Components and Electronic devices.

Value to Students

The study of Industrial Technology develops in students an understanding of related work environments and Workplace Health and Safety (WHS) matters while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways, or future learning in the technology field.

Topics Covered

Core Content

- Electronics 1: Circuits and Components
- Electronics 2: Specialised Module - electronic controlled devices

Design Projects

The majority of the learning takes place in project-based practical experiences. Practical projects reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics technologies. Using cutting-edge technology, these may include electronic circuits and kits, electronic controlled devices, robotic projects, computer systems and work undertaken on isolated computer components. As an example, a student may learn to design a printed circuit board using computer-aided design and then manufacture it using the laser cutter. Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Industrial Technology - Timber

Description of Course

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using timber technologies widely available in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials and develop skills through hands-on interaction with these in the design, planning and production of projects.

The course seeks 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.

- The majority of student time is spent making timber projects
- Theoretical concepts and skill development are integrated into practical projects. Students learn from doing.
- Students are also required to produce a folio documenting the processes they use.

Value to Students

The study of Industrial Technology develops an understanding of related work environments and Workplace Health and Safety (WHS) matters while developing a range of skills that will equip students for future leisure and lifestyle activities, potential vocational pathways, or future learning in the technology field.

Much of Australia's economic, social and cultural development can be related to the capacity of our industries to develop and use technology in the manufacture of goods and services. The effective and responsible application of industrial technologies has a direct bearing upon the quality of our lives. For this reason, the study of industrial technology and its role in industry is relevant and purposeful.

Topics Covered

Core Content

- Core Module: Timber 1
- Specialised Module: Timber 2

Design projects may include

- Inlaid Jewel Box
- Side Table
- Mallet
- Turned Item
- Stool
- Table Trivet
- Portable Picnic Table

International Studies

Description of course

The Stage 5 International Studies Course provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the interconnected world. International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Value to students

With a strong focus on culture, this course seeks to provide students with a greater appreciation of a broad range of cultures as well as Australian Indigenous culture which is hugely beneficial to their understanding of Australian heritage, history and contemporary Indigenous issues. International Studies is also linked to and underpins the study of Society and Culture, Legal Studies, Modern History, Ancient History and French and Japanese Language courses at Stage 6 Level. International Studies will allow students to grow in their appreciation of the diverse and exciting world in which they live and develop their understanding of how nation states interact with each other.

Topic options include:

Core Study: Culture and cultural diversity in the contemporary world

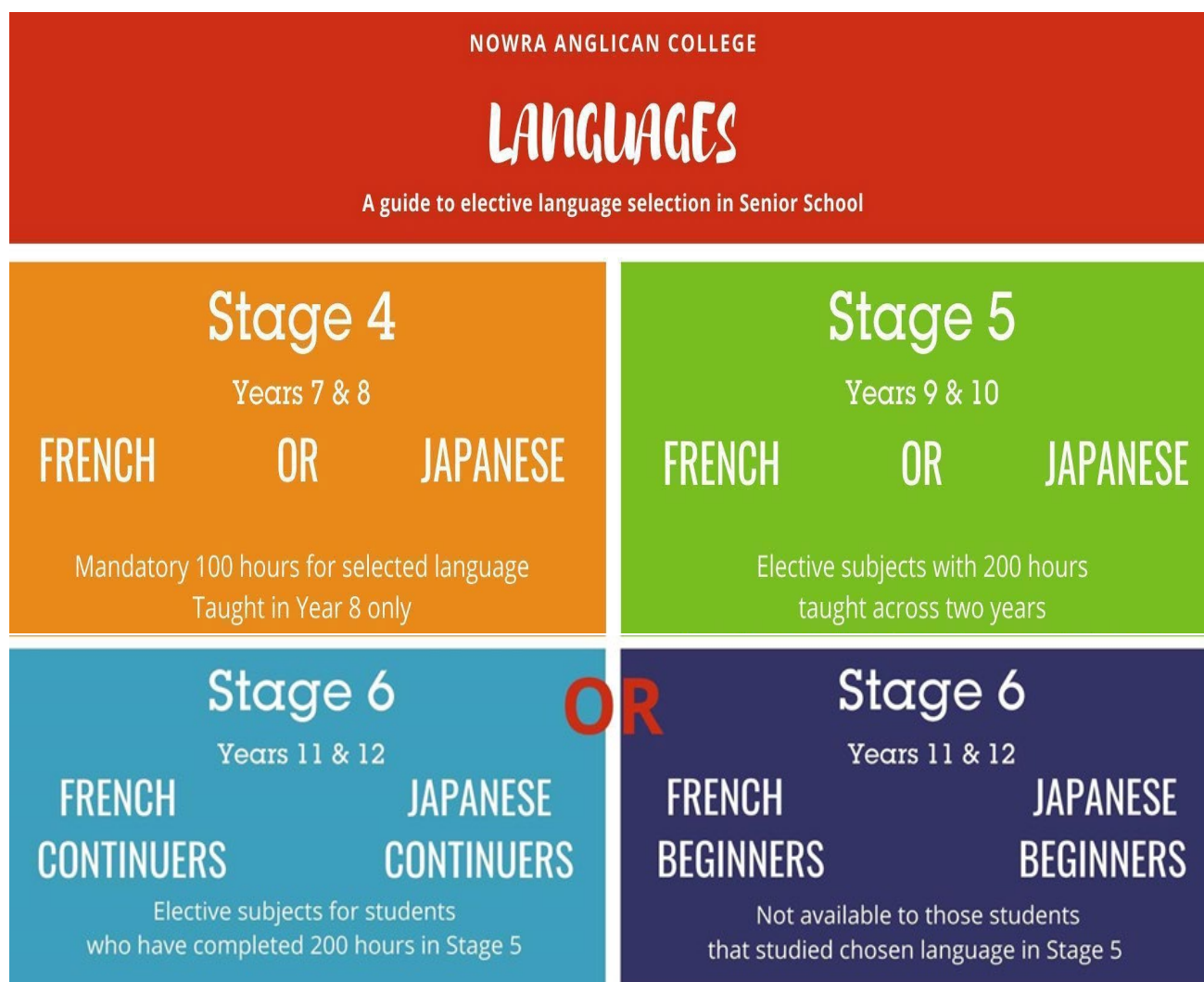
- Option 1 – Culture and Beliefs
- Option 2 – Culture and Gender
- Option 3 – Culture and the Media
- Option 4 – Culture on the Move
- Option 5 – Culture and Travel
- Option 6 – Culture and the Performing Arts
- Option 7 – Culture in Textiles, Art and Architecture
- Option 8 – Culture in Film and Literature
- Option 9 – Culture and Sport
- Option 10 – Culture and Family
- Option 11 – Culture and Food
- Option 12 – Culture, Science, Technology and Change

Languages

Study Pathways – Years 7-12

- **Stage 4 (Year 8)** students have a language choice between either Japanese or French. This is the mandatory 100-hour language choice.
- **Stage 5 (Years 9 & 10)** students have the option to choose French or Japanese as an elective for Years 9 & 10. Study of their chosen language in Year 8 is suggested for the Stage 5 elective language.
- **Stage 6 (Years 11 & 12)** students who have studied a chosen language in Stage 4 and 5 can elect to do the Continuers course in that language. They are ineligible to study the Beginners course.

Students who have not studied a language in Stage 5, can elect to study a Beginners course in a language in Stage 6. This is open to any student who has not studied that language in Stage 5.



French

Description of Course

The French modern language course provides students with the opportunity to gain effective skills in communicating in the French language, to explore the relationship between French and English, and to develop an understanding of French culture.

Value to Students

Students develop the knowledge, understanding and skills necessary for effective communication in French. They learn to interact, access and respond to information and compose texts. They develop an understanding of the French language system including sound, writing, grammar and text structure. Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity. Students develop the skills to communicate in French. They listen and respond to spoken French. They learn to read and respond to written texts in French. Students establish and maintain communication in familiar situations using the French language. Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Topics Covered

In the French elective, topics covered over the course of the two years may include:

- Talking about oneself, including home, school and environment
- Describing everyday activities, including school, hobbies and sports
- The world of food and how to order
- Shopping and fashion
- Houses and Real Estate
- Entertainment; listening and learning French modern songs; cinéma
- French Media
- French History

Japanese

Description of Course

The Japanese modern language course provides students with the opportunity to gain effective skills in communicating in the Japanese language, to explore the relationship between Japanese and English, and to develop an understanding of Japanese culture.

Value to Students

Students develop the knowledge, understanding and skills necessary for effective communication in Japanese. They learn to interact, access and respond to information and compose texts. They develop an understanding of the Japanese language system including sound, writing, grammar and text structure. Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity. Students develop the skills to communicate in Japanese. They listen and respond to spoken Japanese. They learn to read and respond to written texts in Japanese. Students establish and maintain communication in familiar situations using the Japanese language. Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Topics Covered

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreations and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Marine and Aquaculture Technology

Description of Course

The aim of the Marine and Aquaculture Technology Years 9–10 Syllabus is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water-related environments.

This course is designed for students with recreational and/or future vocational interest in the ocean. It allows students interested in environmental issues to further this interest.

Value to Students

By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

Integral to this course is the ability to research, experiment and communicate in marine and aquaculture contexts. These form part of a broad set of skills that are transferable to other studies, work, and life contexts that students may encounter.

Topics Covered

There are compulsory core modules and optional modules. The first compulsory core module involves water safety and first aid. It involves specified water skills including swimming 200m in still water.

Other core modules include topics such as:

- Dangerous Marine Creatures
- Rock Platforms
- Boat Building
- Manufacturing Fishing Equipment
- Fish Harvesting
- Snorkelling
- Oceans
- Tides and Currents
- Food from the Sea
- Managing Fish Production

Music

Description of Course

The Stage 5 Music Course is designed for students who wish to continue to extend their Stage 4 experiences in music. The knowledge and skills gained in this course also provide an important foundation for students wishing to study Music in Years 11 and 12.

In this course students will study the concepts of music through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

Value to Students

This course is suitable for all students who enjoy music and wish to further expand their knowledge and skills through a hands-on approach to learning. Students studying elective Music are provided with many opportunities to develop their skills in performance, listening and composition. They are provided with many opportunities to participate in a variety of ensembles and concerts. Music is a collaborative, supportive and inclusive course.

It is not necessary for students undertaking Music as an elective for Years 9 and 10 to undertake private instrumental or vocal lessons from a private tutor. This is optional, and plenty of opportunities to learn a range of instruments will be provided across the 2 years. Those students entering the course who already do learn an instrument will be further extended in solo and ensemble performances. They will have the opportunity to improve on their chosen instrument in class, and will also continue to develop new skills on other classroom instruments.

Topics Covered

- Music of the Theatre
- Music of a culture
- Music for Television, Radio and Media
- Australian Art Music
- Rock Music
- Popular Music
- Music of the 20th Century
- Film Music

Physical Activity and Sports Studies (PASS)

Description of Course

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

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

Value to Students

This course facilitates a range of learning experiences that provide opportunities for positive interaction with others in both collaborative and competitive contexts. Theory lessons are directly linked and applied to practical activities and the content is linked to the movement aspects which provides students with an excellent foundation for the HSC Course in PDHPE. Students learn about the multi-faceted nature of relevant industries connected to the subject matter. They work towards performance goals and pursue further training for careers in fields related to recreation; physical activity; sports and health. The PASS course also incorporates useful skills in organisation, enterprise, leadership and communication, coaching and teaching.

Topics Covered

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

Visual Arts

Description of Course

Visual Arts provides students with opportunities to engage in artmaking processes that explore a wide range of media to produce quality artworks. Students investigate ideas and interests in the world and create a broad range of artworks in 2D and 3D forms. This includes paintings, drawings, mixed media, printmaking, photography, sculpture, ceramics, wearable art and digital photography and multimedia. Students investigate and learn about the importance of interpreting images through art criticism and history. This includes incorporating research projects that allow students to enjoy art criticism through excursions to galleries and sites.

Value to Students

Students learn to refine their problem-solving skills and undertake more personal exploration of ideas and art-making practices. Opportunities are given to these students to focus on projects that allow them to explore and investigate the subject matter in depth. Students learn about the importance of processes of the Visual Arts Diary in preparation for Visual Arts in Year 11.

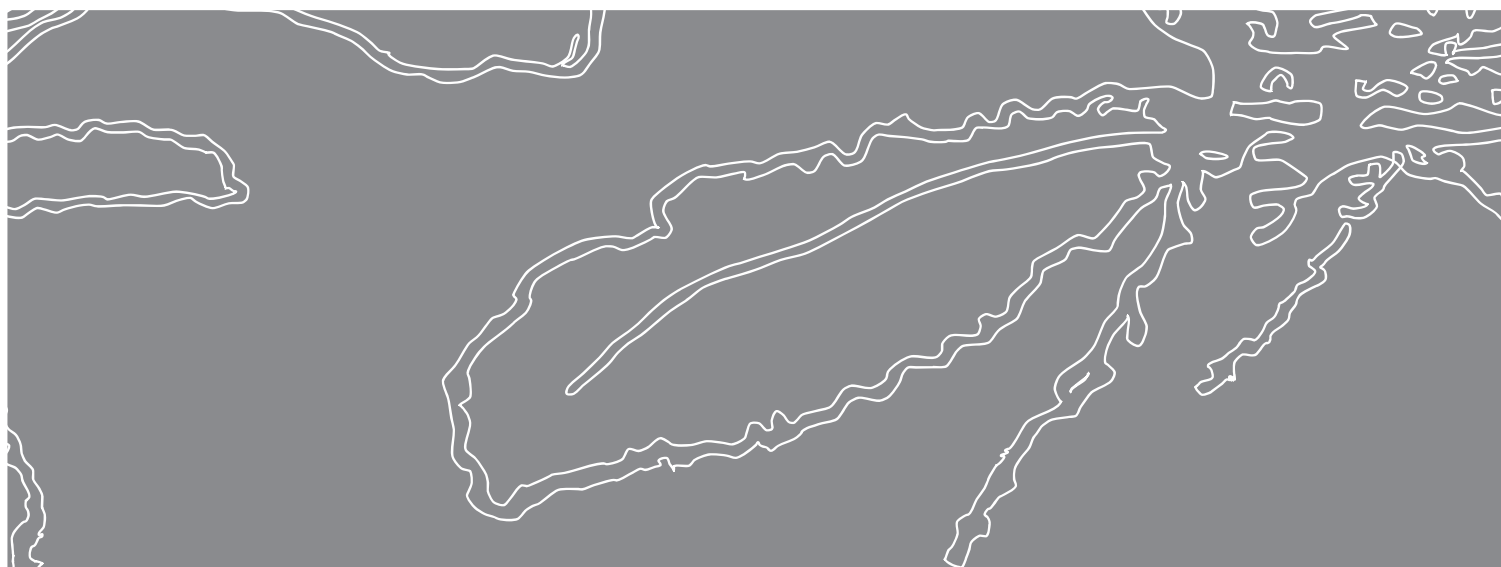
Topics Covered

Core Content

- Artist Practice
- The Frames
- The Conceptual Framework

Possible Art Making themes include:

- Art and the Environment
- Art and Experimentation
- Wearable Art
- Navigating the Body
- Paths to Abstraction



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