



Year 9 and 10

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SUBJECT SELECTION 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 junior 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.



Mrs Therese Connor
Deputy Principal (Teaching and Innovation)

Year Coordinator

Mr Daniel Toole

As you move into Years 9 and 10 here at Nowra Anglican College, there are a diverse and exciting array of elective subjects that you can choose from, in addition to the core subjects. These subjects cater to a variety of interests and skills. I encourage you to think about the subjects on offer and take a journey of discovery. Think about your own interests and ambitions and not just those of your friends, as common interests can spark new friendships and open up new pathways to learning. The elective subjects on offer can help you broaden your knowledge and spark new passions and interests you didn't know you had.

I encourage each of you to open your minds and read carefully through the subject choices on offer so you can make informed decisions. This is a fantastic opportunity for you. I hope you embrace it fully and take ownership of your learning as you grow in maturity. I believe you will strive for excellence without fear of failure, and rise up with resilience.

Good luck with your choices.



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. When a student decides to terminate formal secondary schooling, the College will advise NESA and this will activate the process. The student will then receive their RoSA via mail.

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

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) and
- Personal Development, Health and Physical Education (PD, Health & PE).

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

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

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

- Reading
- Writing and
- Numeracy.

NSW
EDUCATION
STANDARDS
AUTHORITY

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES		Result
Year	Course	
2012	English (200)	B
	Mathematics (200)	B7
	Science (200)	B
	Australian Geography (100)	C
	Australian History (100)	C
	Commerce (200)	C
	Agricultural Technology (200)	A
	Industrial Technology (Engineering) (200)	C
	Information & Software Technology (200)	A
	Personal Development, Health and P.E. (100)	B
Years 7 to 10 Mandatory Curriculum Requirements		
English	Completed	
Mathematics	Completed	
Science	Completed	
Human Society and its Environment	Completed	
Languages	Completed	
Technology	Completed	
Music	Completed	
Visual Arts	Completed	
Personal Development, Health and P.E.	Completed	

(see reverse)

Student Number: 123456789

Issued without alteration or erasure on 27 May 2014
by the Board of Studies, Teaching and Educational Standards at Sydney, NSW, Australia.

President

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

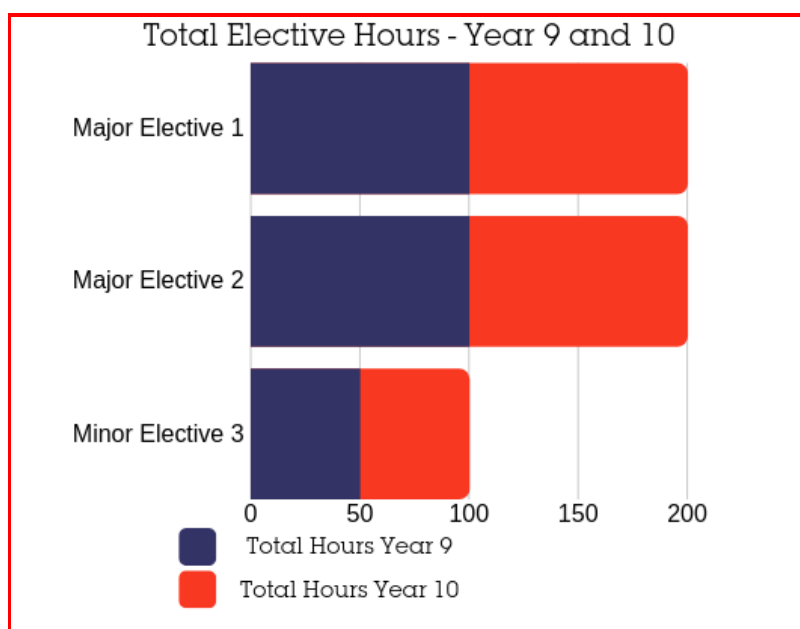
In addition to studying the compulsory core subjects of Mathematics, English, Science, Australian Geography, Australian History, and PD, Health & PE, students have the opportunity to select an additional pattern of subjects that best suits their needs and interests.

In 2022, students will select three electives:

- Major Elective 1 and Major Elective 2 (200-hour modules that run for six periods per fortnight for two years).
- Minor Elective 3 (100-hour module that will run for three periods per fortnight for two years).

If students do not change their electives, all of these electives will appear on their transcript of the ROSA. If a student changes Major Elective 1 or Major Elective 2 after Year 9, both the old and the new subject will appear as a 100 hour elective. The student is unable to change their Minor Elective 3 because, if changed, they will not complete the required indicative hours for the subject to appear on their ROSA transcript.

Some subjects are offered as both a Major and Minor elective. If student interest in the subject isn't sufficient to warrant running both classes, we will consolidate to the most popular or appropriate format and offer students further options in other subjects.



Year 9 and 10 Elective Courses offered at NAC

Below are the subjects offered for study in Years 9 and 10. Subject availability will depend on sufficient numbers of students choosing a subject to enable the school to staff it. You will find more information about each course later on in this booklet.

Major (200-hour) Electives

Aboriginal Studies

Agriculture

Commerce

Drama

Food Technology

History (Elective)

Information Software Technology (IST)

Marine and Aquaculture Technology

Design & Technology

Dance

French

Industrial Technology (Electronics)

Industrial Technology (Timber)

Japanese

Physical Activity & Sport Studies (PASS)

Music

Visual Arts

Minor (100-hour) Electives

Aboriginal Studies
Commerce
Dance
Drama
Graphics Technology

History (Elective)
Music
PASS
Textiles Technology
Visual Design

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 perhaps, people who have expertise outside of the College environment.

General Advice

- | | |
|----------------|--|
| • Mrs Sampson | Principal |
| • Mrs Connor | Deputy Principal (Teaching and Innovation) |
| • Miss Romberg | Deputy Principal (Wellbeing and Growth) |
| • Mr Bell | Interim Senior School Leader |
| • Mrs Witenden | Pathways and Partnerships Coordinator |
| • Mr Toole | Year Coordinator |

Subject specific advice for Electives

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

- | | |
|------------------------------------|--------------------------------------|
| • Ms McIntosh, Mrs Turner | Drama |
| • Ms Reynolds | History Elective |
| • Mr Riou and Mrs Warner | French |
| • Mrs Brennan | Japanese |
| • Mr Mitchell | Commerce and Aboriginal Studies |
| • Mr Ewing, Mrs Frost | Design and Technology |
| • Mr Ewing, Mr Roberts | Industrial Technology (Timber) |
| • Mr Ewing | Industrial Technology (Electronics), |
| • Mrs Frost, Mr Roberts | Visual Design, Graphics Technology |
| • Mr Ewing, Mrs Tregenza, Mr Ebdon | Information & Software Technology |
| • Ms McIntosh | Music |
| • Mrs Wigmore | Dance |
| • Mrs Copping | Food Technology |
| • Mr Ball, Mr Baker, Miss Karger | PASS |
| • Mrs Borchard, Mrs Frost | Visual Arts |
| • Mr Bell | Agriculture |
| • Mr Cash, Mr Ewing, Mr Davis | Marine and Aquaculture Technology |

Subject Selection 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 three 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 2022 or make adjustments if needed.

Process

Step 1

Students will receive an email on **Tuesday 25th May 2021** with a link to complete their subject selection online. Students will need to indicate their three preferred subjects and then a number of reserve subjects. They will do this by ranking these subjects in order of preference. It is extremely important that students list the subjects in order of preference, rather than just listing them in any order. Failure to do this may result in a preferred subject **NOT** being offered as it may appear “unpopular” with students. Subject choices must be made by **Sunday, 30th May 2021**.

Step 2

Subjects with low popularity, making them unviable, are removed from the list. Subject lines are established to minimise clashes based on student choices.

Step 3 - Subject Confirmation

Students will meet with a panel of staff in Term 2 Week 8/9 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.

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. There is an allowance for changing subject selections within Weeks 4-8 of Term 1 2022 because:

- Before Week 4 can let a hasty decision influence your program of study for at least two years;
- After Week 8 could make it difficult for students to fulfil the required mandatory outcomes for a given course.

Outlines of Subjects Offered

Aboriginal Studies - New subject

Major (200 hours) or Minor (100 hours)

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 (Major Elective will cover all topics, Minor Elective will be a reduced version of these topics)

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

Major (200 hours)

Description of Course

Agricultural Technology provides a broad learning experience of plant and animal-related concepts to encourage students to develop an understanding of the agricultural industry. Students have opportunities to investigate a range of agricultural enterprises and develop skills and knowledge in characteristics of animal breeds, animal handling, husbandry and plant production. Students will also investigate pasture species, crop rotation, plant and animal disease and management. Agricultural Technology is a very hands-on subject with students undertaking practical experiences that occupy the majority of course time.

Value to Students

Students gain valuable knowledge about the finite nature of some resources, how to safely and ethically handle animals and the seasonality of fresh food. Students will also gain practical experience planning, growing and harvesting a variety of plant species.

Topics Covered

There are two compulsory core modules within the Agricultural Technology course, Core A and Core B. Both modules involve implementing a responsible plant and animal enterprise, which will run simultaneously.

Core A - Possible Year 9 Topics

Plant Production 1. *Includes topics such as:*

- identify the characteristics of animal breeds and plant types specific to chosen enterprises
- Italian/Asian market gardeners' influence on vegetable production
- investigate and analyse soil quality indicators, eg soil texture, structure, pH and soil profile
- collect accurate evidence and record relevant data relating to the plant enterprise, for example, growth rates, yield, climatic data through growing period and management operations, e.g. fertilising, watering and weeding

Animal Production 1. *Includes topics such as:*

- investigate and implement a range of animal husbandry operations, following animal welfare guidelines
- collect accurate evidence and record relevant data relating to the animal enterprise, for example, weight gains, health treatments and feeding rations
- investigate a range of important animal management skills, for example, monitor and record production data, eg growth rates, drenching, drafting, mustering, yarding, catching, and restraining

Commerce

Major (200 hours) or Minor (100 hours)

Description of Course

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Commerce develops in students an understanding of commercial and legal processes and competencies for personal financial management. Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy.

Value to Students

Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Through their investigation of the commercial world, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in a learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. Through Commerce, students develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners. Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies.

Topics Covered (Major Elective will cover all topics, Minor Elective will be a reduced version of these topics)

Year 9

- Consumer Choice
- Promoting and Selling
- E-commerce
- Personal Finance
- Running a Business
- Investing

Year 10

- Law and Society
- Law in Action
- Our Economy
- Employment Issues
- Global Links
- Travel

Dance

Major (200 hours) or Minor (100 hours)

Description of Course

Stage 5 Dance is designed for students with previous dance experience *as well* as those studying dance for the first time. Students study Dance as a unique artform in which the body is the instrument for non-verbal communication and expression.

The students will learn in various ways including theoretical and practical classroom lessons, group work, class discussions, excursions, documentation of creative and reflective processes, research, and explorative activities. Assessments also take various forms including performance of class and solo works, verbal responses and presentations, essays and journals.

Value

The study of Dance as an artform within the school environment is of special educational value to the students' total development, offering students new ways of learning through the three interrelated components of dance performance, dance composition and dance appreciation. Students engage in experiences that develop their knowledge and skills in dance technique and safe dance practice; the processes and practices of dance composition to create and develop a personal response that communicates intent; and the study of seminal artists and works for their contribution to the development of dance.

Topics Covered (Major Elective will cover all topics, Minor Elective will be a reduced version of these topics)

Students will be involved in learning activities that place emphasis on the three elements of Dance:

- Performance
- Composition
- Appreciation.

Some examples of the content covered in the course include:

- Dance Technique
- Safe and Healthy Dance Practice
- Basic Anatomy
- Critical reflection of a range of Dance in a range of social, cultural and historical contexts.

Design & Technology

Major (200 hours)

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

Major (200 hours) or Minor (100 hours)

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.

All the students will perform on Elective Drama Evenings and other performance opportunities offered at the College. Drama encompasses all aspects of the Theatre both on and behind the stage. It is suited to all students – not just those who love to ‘perform’.

Value to Students

As a special study area, Drama is concerned with developing the concepts, skills, feelings, attitudes and values which contribute to Drama as an active and exciting form of personal and community expression. In a role, students use movement and language skills to communicate, explore and express ideas, thoughts and feelings. Students use their imagination, creativity and problem solving skills in a collaborative learning environment. They interact according to their particular background, experiences and perceptions, while developing new insights, cultural understandings and tolerance of others’ feelings, attitudes and values.

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, confident communicators and excellent collaborators.

Topics Covered

(Major Elective will cover all topics, Minor Elective will be an altered version of these topics)

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

Food Technology

Major (200 hours)

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

Graphics Technology

Minor (100 hours)

Description of Course

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Carrying on the tradition of developing technical drawing skills, this course provides further insight into visual presentations, current trends and applications. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media. Practical activities will occupy the majority of course time and students will gain an insight into careers in the industry including:

- Computer animator
- Draftsperson
- Engineer
- Graphic designer
- Industrial designer
- Architect

Value to Students

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

Topics Covered

Core Content (100 Hours)

- Instrument drawing
- Computer-Aided Design
- One option topic

Graphics Projects

The majority of the learning takes place in project-based practical experiences. Practical projects reflect the nature of the Graphics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to Graphics technologies. Students will use both manual and computer-aided techniques to complete projects in areas that may include architectural and engineering drawings, graphic design and communication and computer animation.

History (Elective)

Major (200 hours) or Minor (100 hours)

Description of Course

"To be ignorant of what occurred before you were born is to remain always a child." - Cicero

The study of history is much more than remembering facts and dates. It connects the past with the present and the future by helping us make sense of the global community in which we live. History awakens us to the personalities and ideas, exciting events, controversies, triumphs and catastrophes that have shaped the modern world.

Value to Students

Through the study of History Elective, students will develop skills that will enhance their ability to deal with senior History studies as well as improve their understanding of the world in which they live. This includes:

- **Interpretation analysis and Empathy** involve the capacity to: identify problems and issues; interpret using historical information and sources; and develop perspectives and interpretations about individuals, groups, societies and periods.
- **Research** - individually and in groups for the purpose of a historical investigation; plan historical research to suit the purpose of an investigation; locate, select and organise information from a variety of historical sources; and evaluate the usefulness of sources for the purpose of an investigation.
- **Communication** - identify the purposes and audience; select the appropriate forms; use knowledge and understanding to retell, describe, recount, explain or argue.
- **Values and Attitudes:** develop active citizenship; commitment to a just society; an appreciation of the study of history; empathetic understanding; and commitment to lifelong learning.

Topics options include:

Year 9 Elective History Minor (100 hours)

1. History, Heritage and Archaeology: The Titanic Disaster and a Local History study using photography to explore local artefacts and sites, in particular the SS Merimbula.
2. Thematic Study: A look at past "Warrior Nations" with a specific focus on Viking society.
3. Ancient, Medieval and Modern Societies: Australia and its role at Kokoda during the Second World War.

Year 9 Elective History Major (200 hours)

1. History, Heritage and Archaeology: The Titanic Disaster.
2. Thematic Study: Racism to Genocide.
3. History, Heritage and Archaeology: The use of film throughout history, and using film as a historical source.
4. Ancient, Medieval and Modern Societies: French Revolution
5. Thematic Study: Conspiracy History and Mysteries: The Assassination of JFK
6. Thematic Study: a Local History study using photography to explore local artefacts and sites.

Year 10 Elective History Minor (100 hours)

1. Personality Study: The Assassination of JFK
2. Thematic Study: Space Race: a study of the Cold War rivalry in Space through film and documentaries.
3. Conflict in the Cold War: The Cuban Missile Crisis.

Year 10 Elective History (200 hours)

1. History, Heritage and Archaeology: Historical Fiction
2. Thematic Study: Space Race
3. Thematic Study: The Cold War
4. Thematic Study: The Salem Witch Trials
5. Thematic Study: Terrorism
6. Ancient, Medieval and Modern Societies: Native Americans and the impact of colonialism

Industrial Technology - Electronics

Major (200 hours)

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

Major (200 hours)

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.

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.

Topics Covered

Core Content

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

Design projects may include

- Year 9 – Introductory Project
- Year 9 - Inlaid Jewel Box
- Year 9 - Rolling Pin
- Year 9/10 – Dartboard Cabinet
- Year 10 - Turned Item
- Year 10 - Negotiated Project

Information and Software Technology

Major (200 hours)

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. Information and Software 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 will be given the opportunity to develop skills that should help them make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop an interest in, enjoyment of, and critical reflection about information and software technology as an integral part of modern society.

Topics Covered

Core Content

Information and Software 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.

Option Projects

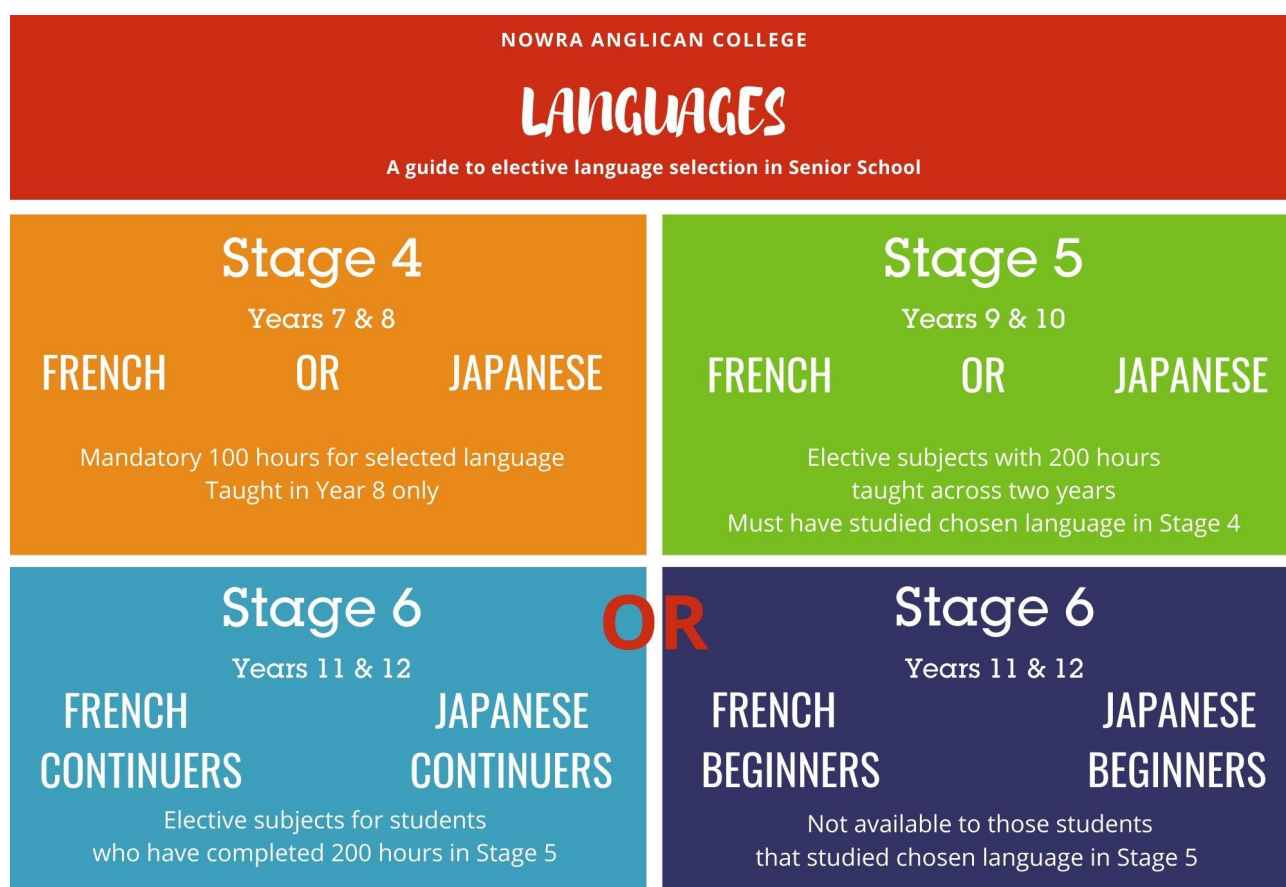
- Year 9 Digital Media
- Year 9 Desktop Publishing
- Year 9 Databases
- Year 9 Web Page Design
- Year 10 Software Development Programming
- Year 10 Multimedia and Authoring
- Year 10 Robotics and Automated Systems

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 a prerequisite 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

Major (200 hours)

Description of Course

The course offered in Years 9 and 10 is based on the Board of Studies Syllabus and aims to develop skills in communication, both through the reading, writing, speaking and aural understanding of spoken language. This is through two strands of learning; Communicating and Understanding.

In addition, to bring their learning to life, students are given the opportunity to participate in a bi-annual trip to New Caledonia. During this trip, students stay with a host family and attend a French-language school. As an overseas alternative, there are options for French language and immersion trips within Australia.

Value to Students

Learning languages enables students to respond positively to the challenges of today's changing world, where moving between cultures has been more commonplace because of travel and the ease of communication. Language learning makes students aware of their place in the international community.

Learning a language helps students to appreciate systems of language and patterns. French is one of the major languages of the world. French is the official language in a number of international organizations. A strong relationship exists between France and Australia, through trade and investment, and European countries are amongst the leading tourist destinations for Australians. Being able to communicate in a language other than English provides students with opportunities for future employment in areas such as commerce, hospitality and tourism.

Topics Covered

In the 200 hour elective of French, 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
- Overseas travel
- French History

Japanese

Major (200 hours)

Description of Course

The aim of the course is to enable students to communicate with others in Japanese and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Students will also have the opportunity to participate in a Study Tour to Japan, which provides a firsthand experience of things learned in class. Students are encouraged to use their language skills in the country in everyday situations, to immerse themselves in Japanese culture and to explore important historical sites.

Value to Students

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students engage with elements of modern Japan, including popular culture such as anime, manga, music and fashion, as well as with the rich cultural tradition of this part of Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

Japan is one of the world's economic powers and it is intricately linked with Australia.

Japan and Australia together are part of the fastest-growing economic region in the world – Asia. Being able to communicate in a language other than English provides students with opportunities for future employment in areas such as commerce, hospitality and tourism.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication and become more accepting of difference and diversity. They develop an understanding of global citizenship and reflect on their own heritage, values, culture and identity.

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

(Major) 200 hours

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:

- Marine plants
- Marine disasters
- Mangroves and estuaries
- Marine mammals
- Dangerous marine creatures
- Antarctica's marine ecology
- Shipwrecks and salvage
- The abyss

There are 48 optional modules that allow students to further develop particular skills and interests.

Music

Major (200 hours) or Minor (100 hours)

Description of Course

The Stage 5 Music Course is designed for students who have completed the Mandatory Course (Years 7 and 8 at NAC) and wish to continue to extend their 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 performance skills through a hands-on approach to learning. Students studying elective Music are provided with many opportunities to develop their performance and composition skills. All Elective Music students are involved in various extra activities. Some of these include excursions to the Sydney Opera House and the Capitol Theatre along with attendance at local concerts and workshops. Students are also provided with many performance opportunities, including participation in a variety of ensembles. All elective students perform in regular lunchtime concerts and Elective Music Concerts, as well as involvement in co-curricular ensembles to embrace performing opportunities. Music is a collaborative and inclusive course and is a highly regarded art form at the College.

It is intended that students undertaking Music as an elective for Years 9 and 10 will be keen to commence learning an instrument. Private instrumental and vocal lessons can be accessed via the Peripatetic Music Program offered by the College. Those students entering the course who already learn an instrument will be further extended in their performance abilities. Students will be required to play their chosen instrument in class, but 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)

Major (200 hours) or Minor (100 hours)

Description of Course

PASS promotes the concept of “learning through movement”. By engaging in a broad range of physical activities students gain an understanding and appreciation of regular physical activity, which is essential to improving the health and quality of life of an individual. Students are given the opportunity to explore and participate in a wide range of physical activities, making good use of the excellent facilities in and around the College and the beautiful natural environment of the Shoalhaven region. These activities are chosen from the following course areas and include:

- Recreational, leisure and adventure pursuits (e.g. Learn to surf, wakeboarding, rowing, whitewater rafting and ropes challenges)
N.B. Students are offered to attend a 3-day Outdoor Recreation Snow Trip as part of their Assessment Work for Year 9 and Year 10. This will incur a cost to the student of approximately \$950. Students unable to attend this elective will attend school as normal and participate in theoretical PASS learning experiences at school during this time.
- Competitive and non-competitive games (e.g. world sports, modified games, slider hockey, water polo and tennis)
- Individual and group physical fitness activities (e.g. mixed martial arts and fitness testing)
- Physical activity for specific groups (e.g. disabled surfing day; golf clinic and golf ambrose day)

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 much of the content is linked to the movement aspects of the Stage 6 PDHPE course. This 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. The number of hours allocated to each module will be dependent on whether the student chooses the course as the 100 or 200 hour elective.

Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

Physical Activity and Sport in Society

- Australia’s sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

Textiles Technology

Minor (100 hours)

Description of Course

In Textiles, students undertake project work, identify functional requirements and aesthetic features of their designs, demonstrate decision-making processes and express individual ideas. Students demonstrate practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies. These investigations enable them to design, produce and evaluate quality textile projects with confidence.

Value to Students

Students develop an understanding of careers associated with the textiles industry and learn skills relevant to work and leisure activities. They are provided with opportunities to learn about a broad range of fields related to textiles occupations and study issues related to work and employment.

Topics Covered

Core Content

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

Design Projects

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Students will undertake two projects in the 100-hour course. Project possibilities include:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
- Non-apparel – includes book covers, toys, bags, umbrellas, tents, backpacks, surfboard covers.

Visual Design

Minor (100 hours)

Description of Course

In Visual Design, students will enjoy working as a designer, solving problems, and representing ideas relevant to their daily lives. The main difference between Visual Design and Visual Arts is in Visual Design you are creating a design/artwork for someone else and in Visual Arts, you are creating it for yourself. When creating a design for a client you need to work with a brief and research the topic under consideration. Much of the Visual Design course is structured around understanding visual signs and symbols of our contemporary world, learning how to decode or unpack those signs and symbols. When you understand visual design you have a much greater awareness of how to engage others visually to your ideas and concepts and how you can develop a greater aesthetic sense of what looks good and why.

Value to Students

Students will develop knowledge and skills in visual design when:

- Exploring design conventions and practice while creating and analysing visual design artworks
- Making and studying visual design works informed through their understanding of the conceptual framework
- Creating meaning and perspectives through their use of the frames within their works
- Applying techniques, artistic concepts and procedures to make and refine meaning in visual design artworks.
- Interpret and make connections between the conceptual framework and the frames in historical works

Topics Covered

- Develop practical skills through the making of visual design
- Learn to analyse and interpret their visual environment by studying both recent and historical examples of visual design works.
- Develop a folio of work that represents the knowledge and skills learned throughout the course.

Possible Visual Design Projects could include

- Character Design
- Museum Design
- Alternative Canvas
- Student Negotiated Project

Visual Arts

Major (200 hours)

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, 3D and 4D. This includes paintings, 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, workshops from visiting artists and engagement through implementing computer-based technologies.

Value to Students

Students learn to refine their personal 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 the Preliminary Visual Arts Course in Year 11.

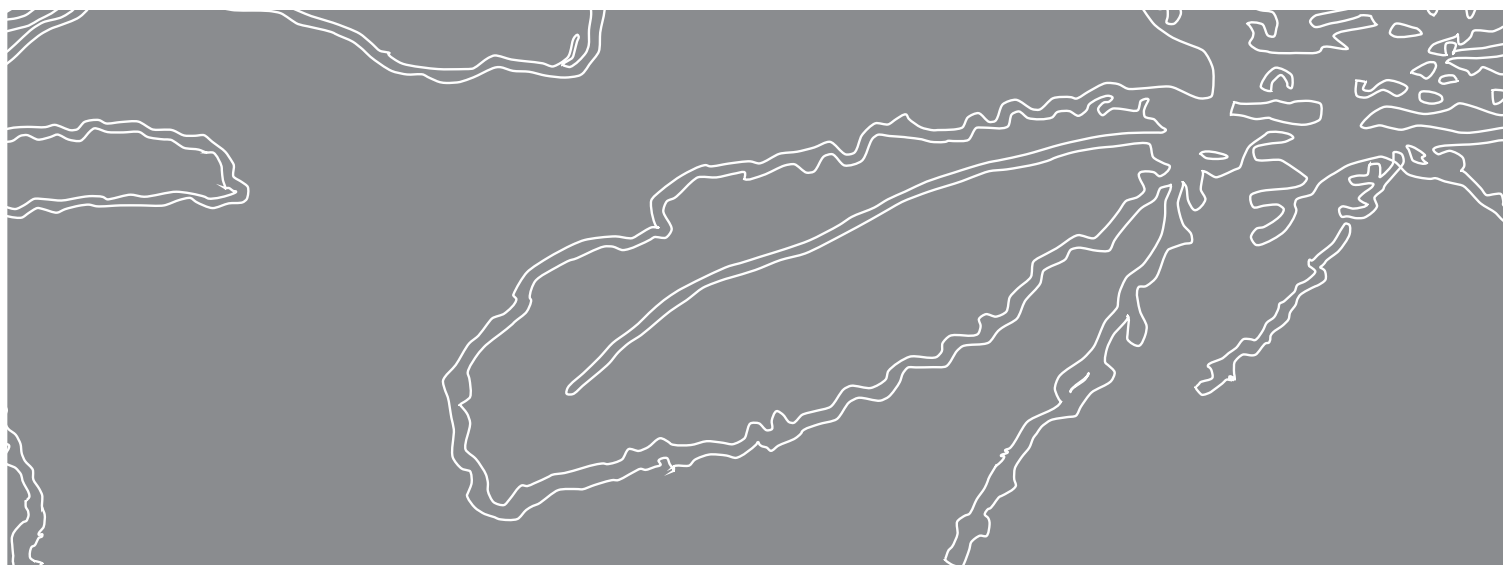
Topics Covered

Core Content

- Artist Practice: This includes art making, art criticism and art history
- The Frames: Understanding how the Frames are used to interpret images in art
- The Conceptual Frames” This involves how artists make art and artworks and how the world influences such works, as well as how the audience views and relates to artworks through different contexts

Art Making Projects

- Year 9 Art and the Environment: 2D artworks of mixed media and printmaking
- Year 9 Art and Experimentation: 3D sculpture, ceramics, digital photography and wet photography and a range of mixed medium experimentations
- Year 10 Wearable Art: Explorations of culture and design, digital photography, digital editing and mixed medium, Visual Arts Process Diary of drawings
- Year 10 Art and Subjective: 3D sculpture involving a range of mediums, Visual Arts Process Diary



Nowra Anglican College is an
Anglican Schools Corporation school

ABN 63 544 529 806

TELEPHONE
FACSIMILE
EMAIL
WEBSITE

(02) 4421 7711
(02) 4421 7722
office@nac.nsw.edu.au
www.nac.nsw.edu.au

ADDRESS
MAIL TO

Cnr Princes Hwy and West Bunberra St,
Bomaderry NSW 2541
PO Box 2382,
Bomaderry NSW 2541