

# **SUBJECT** INFORMATION

# 2018



# **Elective Courses**

## **YEAR 9 2018**

## **Nowra High School**

Congratulations! You have now almost finished the first 2 years of high school. Upon entering Year 9, you will begin stage 5 of your schooling.

### **Attendance (Years 9 & 10):**

You must attend more than 85% of the available school days. If your attendance falls below this, the Principal will review your pattern of attendance, which may result in your level of application being deemed unsatisfactory.

### **Application (Years 9 & 10):**

Satisfactory application is essential in Stage 5. To satisfactorily complete a course, students must:

- a) attend lessons for the required number of hours
- b) make a real effort in all class activities
- c) make a serious attempt at all assessment tasks
- d) reach at least some of the course goals.

If you fail to meet one or more of these requirements in a particular course, your achievement in that course will be deemed unsatisfactory and an N AWARD will result. This unsatisfactory grade (N) will be recorded on your Year 10 Record of School Achievement (ROSA). If you are given an N Award in any one of English, Mathematics, Science, History, Geography and PDHPE or both electives, you will not complete Stage 5. You may not be able to enter Year 11 or TAFE if you do not receive your ROSA.

### **Selecting Subjects:**

For the first time you are offered some choice in your subjects. You are asked to select two (2) electives to study in Years 9 & 10. English, Mathematics, Science, Geography, History and Personal Development, Health and Physical Education remain mandatory.

#### **YEAR 9 CURRICULUM PATTERN 2018** **Number of 50-Minute Periods per 2 week cycle**

<b>Elective 1</b>	<b>7</b>
<b>Elective 2</b>	<b>7</b>
<b>English</b>	<b>9</b>
<b>Geography</b>	<b>4</b>
<b>History</b>	<b>4</b>
<b>Mathematics</b>	<b>9</b>
<b>PD, Health, PE</b>	<b>5</b>
<b>Religion</b>	<b>2</b>
<b>Science</b>	<b>8</b>
<b>Year Adviser Period</b>	<b>1</b>

## **Cost of Course Materials:**

Many subjects offered as an elective require the use of materials not funded from within the budget of the school. In order to make these materials available to students it has been decided to offer parents/carers the option of;

1) Making a contribution in advance to the cost of the materials students will use whilst studying the course (Head Teachers have determined the materials needed to complete the course, which can be purchased in bulk to obtain the best value for money). This contribution can be made on a per term basis.

or

2) Parents/Carers can supply the materials students will use during the course (Head Teachers will provide a list of materials at the beginning of the course and students will be expected to supply the materials as required).

The annual contribution required for materials in elective courses is set out below.

## **NOWRA HIGH SCHOOL SUBJECT FEES & CONTRIBUTIONS – 2018**

### **Year 9 and Year 10**

General Contribution	85
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### **Subject Contributions**

Agriculture	40
Child Studies	30
Information Software	30
Dance	30
Design and Technology	40
Drama	35
Fashion & Textiles Technology	50
Food Technology	70
Industry Technology Timber	50
Industry Technology Metal	50
Engineering Junior	50
LOTE	20
Multimedia/Photography	40
Marine Studies	40
Music	40
Visual Arts	40

**Elective subjects offered at Nowra High School are listed below. Two subjects must be selected from this list.**

- Aboriginal Studies
- Agriculture
- Child Studies
- Commerce
- Dance
- Design and Technology
- Drama
- Elective History
- Fashion and Textiles Technology
- Food Technology
- Industrial Technology
  - Engineering
  - Metal
  - Multimedia/Photography
  - Timber
- Information and Software Technology (Computer Studies)
- Languages other than English
- Marine Studies
- Music
- Physical Activity and Sports Studies
- Visual Arts

**The following is a description of the courses offered at Nowra High School for study by students in Years 9 and 10 to qualify for the award of the ROSA (Record of School Achievement). English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education are compulsory.**

## ***ABORIGINAL STUDIES***

This is a multimedia-based subject, which encourages a “hands on” approach and places a priority on excursions, guest speakers and school-community events.

It is a course for ALL students and seeks to explore the cultures, languages and lifestyles of Aboriginal people.

The aim of Aboriginal Studies is to understand what Aboriginality in Australia today means. The course encourages in all students an awareness and understanding of the varied nature of Australian society, as well as developing an appreciation and respect for the beliefs of other people. It addresses major issues such as social injustice, the environment and anti racism.

Students will study elective themes including Aboriginal Literature, Life Stories, Technology, participation in sport and visual and performing arts.

Assessment tasks throughout the course will be of a varied nature, requiring oral/visual presentations, research and examinations.

This course has no fee.

**Contact Person: Mrs J. Wellington**

# **AGRICULTURE**

## ***I don't want to be a farmer! ... so ....Why do Agriculture?***

It's true that not many of us will become farmers, but that's not what studying Agriculture is all about.

Most of us will need to feed ourselves or our families in the future. All of us need to understand and know how to look after our environment. Some of us may become involved in community projects such as dune care or parkland beautification. Many of us will have gardens to enjoy growing vegetables in. Many of us will have to care for pets such as horses, dogs, cats, fish and birds.

**Studying Agriculture can help you gain the knowledge and skills to do all of these.**

## ***What is in the Agriculture course?***

You will learn a lot about small animals by raising chickens and ducks; growing worms; and larger animals such as cattle. You will learn how different animals' bodies work and what is needed to feed and shelter them.

You will have garden areas on the school farm to grow vegetables, flowers, shrubs, fruit and herbs. You will study how plants work and the many ways that they can be used for food, materials and shelter. You will do experiments and grow plants in different ways such as by growing plants organically by companion planting (choosing plants which help each other grow). At the school farm you will study machinery and learn how to drive the tractor and receive a school tractor licence.

You will also learn many useful skills such as working safely with equipment and chemicals; caring for soil; researching and presenting information; observing and recording and designing experiments.

## ***Where can studying Agriculture lead you?***

You will find that Agriculture links to other courses. For example, you will find that what is learned in this subject may help your performance in Science and Geography.

After the School Certificate, you may wish to study the subject for the HSC by taking Agriculture in Years 11 and 12 or the VET Subject, Primary Industries. You can also study courses that link to Agriculture at TAFE and other colleges or universities. Some of these courses are Greenkeeping; Horticulture; Dairying and Farm Management.

This course has a mandatory fee.

**Contact Person: Mr P. Ryan**

## **CHILD STUDIES**

Society has a responsibility to provide a safe and positive environment for children in their early years. Child Studies explores the range of factors that influence a child's health, wellbeing and belonging between 0 and 8 years of age.

Students undertaking Child Studies will be able to identify the characteristics of a child at each stage of growth and development and describe the factors that impact on the health and wellbeing of the child. Students will plan and implement engaging activities to educate and care for young children within a safe environment. They will develop an understanding of the roles and responsibilities of those who work with young children.

Students undertaking Child Studies will engage in a range of modules over the two year course. These modules are chosen from the following areas;

- Preparing for parenthood
- Conception to birth
- Newborn care
- Stages of growth and development
- Family interactions
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children with additional needs
- Childcare services
- Media and technology in childhood
- Indigenous Culture and childhood
- Working with children

Where possible students will visit local Child Care Centre's and engage with community service providers who specialise in the care of babies and young children. Students will also plan and run a playgroup for young children at Nowra High School.

Please note that the Department of Education and Communities requires that **during practical lessons students must wear enclosed leather shoes and have hair tied back for health and safety reasons.**

### **Costs:**

A contribution is required to cover the cost of incidental items used in practical experiences which include the development of food products suitable for babies and children, craft items, toys and educational activities and other items which address the needs and care of young children.

**Contact Person: Mrs J. Harrison**

## **COMMERCE**

This is a subject, which highlights the 'real' world, that is, the commercial world in which we participate and which affects us all. All students will benefit from the experience gained in learning about :

- consumer rights
- business
- government
- budgeting
- law
- labour
- money
- moving out
- getting a driver's license and
- buying a car

The aim of this course is to enable students to participate capably and responsibly in our ever-changing commercial environment. In order to achieve this, students will visit, survey and observe various aspects of the commercial environment of the Shoalhaven during lessons and on excursions.

All students will eventually participate in the commercial world and studying Commerce will prepare students for the future life challenges of work, leisure, markets, changing technology and government decisions and actions.

This course has no fee.

**Contact Person: Mrs J. Wellington**



# **DANCE**

Dance is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## **Course Description**

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

## **What will students learn about?**

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

## **What will students learn to do?**

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

## **Opportunities**

- Dance Company
- Regional Dance festivals
- Performance assemblies
- Southern Stars
- Schools Spectacular
- School Musical
- Illawarra South East Regional
- Touring Ensemble
- MADD week concert

## **Excursions**

- Bangarra Dance Theatre
- Sydney Dance Company
- Sydney Musicals
- So You Think You Can Dance workshops and guest choreographers.

Costs: A contribution is required to cover the cost of materials students use whilst studying this course.

**Contact Person: Ms L. Poulton**

## ***DESIGN AND TECHNOLOGY***

Australia needs innovative designers who can work collaboratively, ethically and responsibly to problem solve in a range of design fields.

Students learn about the work of designers and career options in this growing and competitive field. They develop an understanding of design processes through a series of design projects which focus on different areas of design.

Students undertake a broad range of experiences designed to reflect student interests and abilities. Practical work occupies the majority of course time. Students are challenged to develop innovative and creative solutions to design problems. Students develop knowledge, understanding and skills in design and production and explore the latest innovative and emerging technologies, materials, tools and gadgets. Information and communication technologies are integrated throughout each design project.

Students will **negotiate** with their teacher the four focus areas of design they wish to study. The focus areas of design include; aeronautical, agricultural, architectural, digital media, engineering, environmental, fashion, food, furniture, graphical, interior, jewellery, landscape, marine, medical and student-negotiated focus areas of design.

Please note that the Department of Education and Communities requires **that during practical lessons students must wear enclosed leather shoes for safety reasons.**

### **Costs:**

A contribution is required to cover the cost of incidental items used in the development of design projects. However, students are responsible for supplying their own materials for major projects.

**Contact Person: Mrs J. Harrison**

# **DRAMA**

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

## **Course Description**

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

## **What will students learn about?**

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

## **What will students learn to do?**

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.

## **Opportunities and Excursions**

Students have amazing performance and theatre opportunities when they study Drama. We have gone on excursions to Wollongong and Sydney to see theatre including Legally Blonde (Lyric Theatre Sydney), School Spectacular (Entertainment Centre Sydney), Southern Stars (WEC Wollongong), Playhouse Creatures (Pilgrim Theatre Sydney) and Table of Knowledge (IPAC Wollongong). Students have performed in both the regional Drama Festival at IPAC in Wollongong and the prestigious State Drama Festival in Sydney (including an overnight stay in the CBD of Sydney). Students have the opportunity to perform at school events like MADD week and externally at professional theatres including the Seymour Centre (Sydney).

**Costs:** A contribution is required to cover the cost of materials students use whilst studying this course.

**Contact Person:** Ms L. Poulton

## ***ELECTIVE HISTORY***

This course enables students who enjoy the study of history to undertake and explore various thematic topics that are not part of the core history program.

The aim of the course is not only to allow students to learn about additional historical topics and personalities, but to also analyse and interpret events and develop an awareness of how these events and specific historical characters have shaped our world.

Topics Include:

1. Archaeology: Its significance in search of the Titanic, The Rocks in Sydney And Ancient Olympia
2. Colonial Conflict. What happened when the white man moved into claim your land? Focus on the Zulu War of 1879 including causes, battles and results.
3. Heroes and Villains. Myth and Legend vs Reality. Robin Hood and Ned Kelly.
4. Myths and Legends of Ancient Greece and Ancient Rome. Looking at the gods and heroes. What these stories meant to ancient people.
5. People who affected the world we live in. Adolf Hitler his life from childhood to his suicide.
6. Religious Conflict. The Cross vs The Crescent. The Third Crusade. The role of the Knight's Templar and the Knight's Hospitaller. Saladin and Richard the Lionheart.
7. The Roman Army in early Imperial times. Its function and effectiveness.
8. Uppity Women. Cleopatra and Boudicca. What brought these two women into open conflict with Rome?
9. Personal interest projects.
10. Topics guided by class interests.

This course has no fee.

**Contact Person: Mrs A. Robinson**

## ***FASHION AND TEXTILES TECHNOLOGY***

The Fashion and Textiles Technology course offers students an opportunity to develop and document creative practical projects based on sound knowledge and understanding of design, the properties and performance of textiles and the role of textiles in our society.

There is a strong emphasis on practical project work throughout the course. Project work is adapted to suit the needs, interests and ability levels of all students. A range of opportunities will exist where students can learn to sew and experience creative crafts such as crochet, knitting, embroidery, felting, dyeing and printing. Practical projects are documented in a Project Folio.

Students explore a range of traditional, innovative and emerging textile technologies including wearable technologies. They learn about the work of textile and fashion designers, the fashion industry, latest trends and fashion drawing. Contemporary issues including ethics, sustainability and social responsibility in the production and use of textiles are also explored.

Communication technologies (ICT) are used to support student research, documentation and communication of designs and ideas.

There are three areas of study that are integrated throughout focus units;

- Design
- Properties and performance of textiles
- Textiles and society

Focus areas include;

- Apparel such as clothing and accessories, jewellery and belts
- Furnishings such as cushions, table linen and beanbags
- Costume for theatre, masks, headdress, dance and fancy dress
- Textile arts including fabric-based artworks, embroidery, wearable art
- Non-apparel such as toys and bags

Students will undertake a minimum of four different projects from four different focus areas during the two years of the course. There is also opportunity for students to undertake project work independently. They may select any focus area of interest and through negotiation with their teacher, determine the scope and nature of the project.

Please note that the Department of Education and Communities requires that **during practical lessons students must wear enclosed leather shoes for safety reasons.**

### **Costs:**

A contribution is required to cover the cost of incidental items used in the development of design projects. However, students are responsible for supplying their own materials for major projects.

**Contact Person: Mrs J. Harrison**

## ***FOOD TECHNOLOGY***

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for students.

There are increasing community concerns about food issues including how food is grown and processed, hygiene and safety, nutritional claims including the health benefits of super foods and fad diets. It is hard to know who to believe. People are concerned about the ethics related to how food is sourced and the environmental impact of food production processes. Food equity and issues of sustainability are important considerations for the future. In Food technology, students will explore food related issues through a range of experiences allowing them to make informed and appropriate choices.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing and preparation. It addresses the importance of hygiene and safe working practices and also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Students learn about how to grow food in our school Kitchen Garden. Produce is harvested and processed by students for use in practical lessons and in catering for Nowra High School events.

The Hospitality and Catering industry are explored along with the possibility of developing a food related small business, like the Nowra High Food Truck.

Students participate in a wide range of practical experiences designed to challenge creativity, and develop confidence, knowledge and skills of food preparation and presentation. Practical lessons may also be in the form of challenge that that may include a 'mystery box'.

Information and Communication Technology (ICT) is used in research, design, documentation and communication of course work.

**Students will undertake six units of work over the two years.** These units will be selected from different context areas, including, Food in Australia, Food product development, Food selection and health, Food service and catering, Food for special needs, Food for special occasions, Food trends and Food Equity

Please note that the Department of Education and Communities requires that **during practical lessons students must wear enclosed leather shoes** and have hair tied back for health and safety reasons.

### **Costs:**

**Practical work is an essential component of the Food Technology course.** A contribution will be required to cover the cost of food. Alternatively, students may provide their own ingredients.

**Contact Person: Mrs J. Harrison**

# ***INDUSTRIAL TECHNOLOGY - ENGINEERING***

Industrial Technology Engineering provides broad experiences in a range of mediums with a focus on understanding 'how things work'. Students gain experience in the research and use of materials such as timber, metals, polymers, composite materials and graphics in the design and development of creative projects.

Students will be presented with design situations, requiring research and investigation of existing solutions to generate, justify and evaluate a range of individual and group projects. The course is a 'hands on', practical subject aiming to introduce students to a range of concepts associated with engineering.

Projects may include the design, production and evaluation of: a CO2 powered dragster, model rockets, model stealth jet glider, model catapult, Model Bridge, tower and skyscraper, wheelbarrow and an alternate energy transportation device.

## **Information and Communication Technologies**

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

A primary emphasis is the use of Computer Aided Design to communicate and present design concepts, as well as the full range of Microsoft and Adobe software applications.

## **Course Structure and Post-School Options**

Students will undertake the Industrial Technology Engineering 200 hour course.

Students will produce a number of projects in Year 9 and Year 10. Practical projects are student-negotiated and cater for the use of a variety of mediums across the course based on individual students' needs.

Stage 5 Industrial Technology Engineering allows students to develop the foundation skills for the HSC course (Engineering Studies) through a challenging and rewarding mix of practical and theoretical studies.

Post-school options for students include a range of engineering professions, architecture, product design, graphic design and industrial design, just to name a few.

## **Course Requirements**

- Occupational Health and Safety regulations apply to this course
- Firm leather or leather like upper shoes must be worn in the Workshop
- Students will **not** be admitted to Workshops wearing incorrect footwear
- This course has a mandatory fee
- An A4 display folder for each project
- Coloured pencils, markers and pens.

**Contact Person: Mr H. O'Donnell**

## ***INDUSTRIAL TECHNOLOGY - METAL***

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

Practical projects undertaken reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-based technologies.

Students interested in metal should have an interest in working with metal to produce a range of modern and practical metal products. Examples of projects constructed in Industrial Technology Metal include: a tool box, a candelabra, barbecue tools, bottle opener, wine rack and billy cart.

### **Information and Communication Technologies**

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community, as well as complete theory and safety tests.

### **Course Structure and Post School Opportunities**

Students will undertake the Industrial Technology Metal 200 hour course. Students will produce a minimum four projects in Year 9 followed by two projects in Year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetic and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Metal in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Engineering Studies, VET Metals & Engineering or Design and Technology.

### **Course Requirements**

- Occupational Health and Safety regulations apply to this course
- Firm leather or leather like upper shoes must be worn in the Workshop
- Students will **not** be admitted to Workshops wearing incorrect footwear
- This course has a mandatory fee
- An A4 display folder for each project
- Coloured pencils, markers and pens

**Contact Person: Mr K. Boxsell**



# **INDUSTRIAL TECHNOLOGY MULTIMEDIA / PHOTOGRAPHY**

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the multimedia, photographic and associated industries. Practical projects undertaken reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to media-based technologies. Students interested in multimedia should have an interest in working with computer based graphics presentation software to produce a range of modern and practical multimedia products.

## **Information and Communication Technologies**

ICTs will be taught in this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

This course encompasses the use of a vast array of software applications including web design, animation and image manipulation, along with all of the standard Microsoft Office applications.

## **Course Structure and Post School Opportunities**

Students will undertake the Industrial Technology Multimedia 200 hour course. Students will produce a number of projects such as key rings, drink coasters and calendars in Year 9 and Year 10. Projects are focused upon using new skills that the students have learnt and to provide examples on how their work can be displayed for both personal and commercial use.

The skills and knowledge gained through the study of Industrial Technology Multimedia in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Multimedia and/or Design and Technology.

## **Course Requirements**

- Occupational Health and Safety regulations apply to this course
- **This course has a mandatory fee**
- An A4 display folder for each project

**Contact Person: Mr H. O'Donnell**

## ***INDUSTRIAL TECHNOLOGY - TIMBER***

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

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

Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products. Projects produced in this course could include: a clock, a small coffee table, a DVD tower, a spice rack, trophy cabinet, bedside table or drawer set.

### **Information and Communication Technologies**

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community, as well as complete theory and safety tests.

### **Course Structure and Post School Opportunities**

Students will undertake the Industrial Technology Timber 200 hour course. Students will produce four projects in year 9 followed by two projects in year 10. Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetic and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Timber and Furniture Industries, VET Construction, Engineering Studies and/or Design and Technology.

### **Course Requirements**

- Occupational Health and Safety regulations apply to this course
- Firm leather or leather like upper shoes must be worn in the Workshop
- Students will **not** be admitted to Workshops wearing incorrect footwear
- This course has a **mandatory fee**
- An A4 display folder for each project.

## **INFORMATION & SOFTWARE TECHNOLOGY**

### **(Computer Studies)**

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy.

Participation in Information and Software Technology in Years 9–10 appeals to students through practical activities and their enjoyment of learning about and using computers.

As a result of studying this course, students will be equipped to 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.

The aim of the *Information and Software Technology Years 7–10 Syllabus* is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

**The course structure and delivery is based on the following:**

#### **Core Content includes**

Designing, Producing and Evaluating, Data Handling, Hardware issues, Past, Current and Emerging Technologies, Consumers and Software

#### **Options**

Artificial Intelligence, Simulation and Modeling, Authoring and Multimedia, Database Design, Digital Media, Internet and Website Development, Networking Systems, Robotics and Automated Systems, and Software Development and Programming

#### **Course Requirements**

- An A4 display folder for each project
- **This course has a mandatory fee**
- It is highly recommended that each student purchase a USB Thumbdrive with a capacity of at least 4Gb.

**Contact Person: Mr S. Blakeney**

## ***LANGUAGES OTHER THAN ENGLISH (LOTE)***

### **Faculty: Languages Other Than English (LOTE)**

Learning another language is important for Australian students in the 21<sup>st</sup> century. It can enable them to communicate effectively in the global economy when working and travelling in other countries. Learning to speak French can help expand students' future work and educational opportunities.

Increasingly, Australian employers are seeking a workforce with technical skills and knowledge about the world, including different languages and cultures. Proven skills in language learning can be an asset.

Students often notice improvement in their general literacy skills and understanding of their own language while learning French. French has historic connections to English and is related to modern English through a common Latin ancestry.

French is a significant language throughout Europe, Africa, Asia, the Middle East and North America. It is valued in the arts, fashion, cuisine, tourism, science and medicine.

### **FRENCH**

This course is designed for students who wish to begin learning French, or continue the studies they began in Year 7.

Students will learn about their world and the world of teenagers in France: their sports, schools, families, going out, interest and celebrations. They will enjoy learning via the variety of activities offered such as music, song, films, reading, writing, emailing, internet research, cooking, games and speaking.

Students will develop the skills they need to communicate in French by speaking, reading and writing French. Completion of the French course in Years 9 and 10 provides a basis for continued, more in-depth study of the language in Years 11 and 12.

All students will have access to **Language Perfect**, which is an online language learning resource utilised within the LOTE faculty.

**EXCHANGE and OVERSEAS STUDY TOURS** Language immersion is a valuable experience. In recent years the NHS LOTE faculty has organised study tours to New Caledonia and France, and an exchange program with a French school. Where possible, these opportunities will continue to be offered to language students in Years 10, 11 and 12.

This course has a mandatory fee.

**Contact Person: Mrs S. Leslie**

## **MARINE STUDIES**

Want to know why the sea is salty? How surfboards are made? How a desalination unit could affect the ocean water? Why the great white shark is protected? Want to discover what all those things in a rockpool are?

Then Marine Studies could be the subject for you!

The ocean is a resource that we use for food, recreation, transport and now for water! And you live in the Shoalhaven area with beautiful Jervis Bay Marine Park at your doorstep. Boat builders, dive operations, fishermen, oyster growers and marine engineers work in your town.

A knowledge of many aspects of the marine world is important for all Australians but especially for those of us who live so close to the coast.

The course covers a range of areas:

Water safety, first aid, resuscitation and snorkeling

Animals and plants in the ocean

Tides and the ocean water

Coastlines, wave action and surfing

Conservation and Protection

Food from the sea

Careers in the Marine area

Fishing, Recreational & Commercial

Boat Driver Training

Obtaining Boat Drivers Licence

Students taking Marine Studies in Years 9 & 10, will gain extra knowledge which will help them in Science and Geography as well as giving them extra background knowledge for Biology, Senior Science, Earth and Environmental Science and Geography in Year 11.

This course involves theory work and research as well as practical experiences in the classroom and in the field. Assessment will be by practical work and research assignments as well as half yearly and yearly examinations. All students are expected to take part in practical activities.

Some excursions will operate so it is important that students take the cost of these into account when choosing this course. This course has a mandatory fee.

**Contact Person: Mr R. Loxley**

# MUSIC

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

## Course Description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

## What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

## Opportunities and excursions

- Music camps
- Performance assemblies
- Southern Stars
- School Spectacular
- Perform at school events
- School Musical
- Illawarra South East Regional Touring ensemble
- Sydney musicals

**Costs:** A contribution is required to cover the cost of materials students use whilst studying this course.

**Contact Persons:** Mr J. Hamilton and Mr I. Sadler

# PHYSICAL ACTIVITY AND SPORTS STUDIES

## ***Course Description***

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.

## ***What will students learn about?***

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**

## ***Activities include:***

Golf  
Baseball  
Badminton  
Anatomy (the human body)  
Ultimate Frisbee  
Sports Medicine  
Orienteering  
Table Tennis  
Coaching  
Water Sports

**Contact person: Mr S. Blakeney**

# **VISUAL ARTS**

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

## **Course Description**

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

## **What will students learn about?**

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks .

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

## **What will students learn to do?**

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

## **Course Requirements**

Students are required to produce a body of work and keep a Visual Arts diary.

## **Opportunities**

Nowra Show Art competition  
Art competitions  
Headspace workshops and exhibitions  
MADD Week exhibition

## **Excursions**

Art gallery, Jervis Bay cruise and underwater photographs, Shoalhaven River, Art Day camps, Bundanon workshops.

**Costs:** A contribution is required to cover the cost of materials students use whilst studying this course.

**Contact Person: Ms L. Yeomans**