



PORT HACKING HIGH SCHOOL

SUBJECT INFORMATION
YEARS 9, 10
2021/2022

SELECTION OF ELECTIVE SUBJECTS

FOR YEARS 9 & 10, 2021 - 2022

Dear Parents/Guardians

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

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

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

The range of Elective subjects is shown below:

Child Studies	Marine and Aquaculture Technology
Commerce	Music
Dance	Photographic & Digital Media
Design & Technology	Physical Activity & Sports Studies
Drama	Textiles Technology
Food Technology	Visual Arts
French	Visual Design
Graphics Technology	
History (Elective)	<u>Maximum of 2 of these electives</u>
Information Software & Technology	Industrial Technology – Metal
International Studies	Industrial Technology – Multimedia
Japanese	Industrial Technology – Timber

PLEASE NOTE

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

RECORD OF SCHOOL ACHIEVEMENT (ROSA) QUALIFICATION:

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

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

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

The following information gives a brief outline of each of the courses offered in Years 9 and 10. Formation of elective classes depends on the number of students nominating for the courses.

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SUBJECT INFORMATION

CORE SUBJECTS

ENGLISH

Core Subjects

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

Across Years 9 and 10, students will respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They will enjoy, reflect on, critically assess and articulate processes of response and composition. They will respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They will focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

- Prose Fiction
- Poetry
- Film
- Non Fiction
- Drama

Students will study a range of spoken, print, visual, and media, multimedia and digital texts.

Across Years 9 and 10, English will include experiences of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

Students will use varying technologies to compose texts. They will display a developing personal style in their personal, imaginative, critical and analytical compositions. Students will work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. They will reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Students will respond to texts from different cultures that offer a range of perspectives. Through close and wide engagement with texts students will extend their imaginations and engage with images of their real and imagined worlds.

MATHEMATICS

Mathematics is a compulsory subject for all students in Year 9 and Year 10 (Stage 5).

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8.

Students follow a course of study for the ROSA by one of three substages of Stage 5:

Stage 5.1 (*Standard*), or Stage 5.2 (*Intermediate*) or Stage 5.3 (*Advanced*)

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8.
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Mathematics 5.1 Course		
Mathematics 5.2 Course		
Mathematics 5.3 Course		

Each level aims at developing skills and understanding in the areas of:

Number and Algebra

Measurement and Geometry

Statistics and Probability

At the beginning of Year 9, students are placed in a level that is appropriate for them and matches their performance at the end of Year 8. Provision is made for students to change classes, if necessary (generally after the half yearly exam).

On school reports, academic achievement is given as a grade from A to E for all students. In keeping with the directive from NESAs, students are graded with reference to the entire cohort of students in the year.

This can lead to the apparent anomaly where a student studying the 5.1 course may do well, however, only attain a D or E grade of academic achievement. This is because students are graded not only against other 5.1 students but also those studying the 5.2 and 5.3 courses.

Fee: Year 9 – \$10 & Year 10 – \$10

SCIENCE

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

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

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

It develops a student's understanding of:

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

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

Fee: Year 9 – \$7 & Year 10 – \$7

HISTORY (MANDATORY)

A study of History aims to:

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

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

Year 9

The Making of the Modern World

Overview

- Industrial Revolution
- Australians at War (mandatory study)

Year 10

The Modern World and Australia

- School-developed topic. The Holocaust
- Rights and Freedoms (mandatory study)

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

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

GEOGRAPHY (MANDATORY)

A study of Geography aims to:

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

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

This course comprises four topics:

Year 9

- Sustainable Biomes
- Changing Places

Year 10

- Environmental Change & Management
- Human Wellbeing

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

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

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

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

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

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

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

Students will complete practical lessons in:

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

ELECTIVE SUBJECTS

CHILD STUDIES

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

Aim of the Course:

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

Year 9 Course

Modules

- Preparing for Parenthood
- Family Interactions
- Conception to Birth
- Newborn Care
- Health and Safety in Childhood

Year 10 Course

Modules

- Play and the Developing Child
- Food and Nutrition in Childhood
- The Diverse Needs of Children
- Childcare Services and Career Opportunities
- Media and Technology in Childhood

Fee: Year 9 – \$25 & Year 10 – \$25

COMMERCE

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

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

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

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

A study of Commerce aims to:

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

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

There are four core topics in Years 9 and 10.

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

Optional topics include:

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

DANCE

Who should elect to do Dance for Years 9 and 10? ANYONE!!

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

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

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

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

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

Throughout Years 9 and 10 students can study:

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

Fee: Year 9 – \$10 & Year 10 – \$10

DESIGN AND TECHNOLOGY

Problem solving, designing and making, thinking creatively, making decisions, communicating, evaluating and using technologies is the focus of Design and Technology.

The study of Design and Technology will allow students to work individually and in groups to solve problems by using higher order thinking, evaluative and creativity skills. Information and communication technologies (ICTs) are extensively used in problem solving, design development and the presentation of portfolios.

Design and Technology is a practical subject where most of the course time is spent designing and producing solutions to needs that result in systems, environments and products. For each unit the students will produce a design solution and documentation (Folio).

Students are required to address at least three contexts and complete between four to eight units in the two year course.

Contexts include:

- Agriculture
- Food Technologies
- Information and Communication Technology
- Materials Technologies

The course will use a variety of technologies relating to food, textiles and ICTs. Students may negotiate their major projects with the teacher so that they are able to design and make using technologies and materials that are of interest to them.

Students studying Design and Technology will develop:

- An understanding of past, current and emerging (future) technologies and how they have changed our lives.
- Knowledge and understanding of the role of a designer, what influences their work, e.g. well known fashion, jewellery, computer software designers.
- Knowledge and understanding of how to develop creativity, e.g. learning skills using different materials.
- Management skills, e.g. how to better use time and resources. These are valuable skills employers look for in employees.

Course fee contributes toward the cost of consumable items such as food, textiles requirements and equipment, stationary items used in designing.

Fee: Year 9 – \$30 & Year 10 – \$30

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

DRAMA

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

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

Objectives include:

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

Drama students in Years 9 and 10 can study:

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

Fee: Year 9 – \$10 & Year 10 – \$10

FOOD TECHNOLOGY

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

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

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

Focus Areas

There are eight focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends

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

Fee: Year 9 – \$80 & Year 10 – \$80

GRAPHICS TECHNOLOGY

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

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

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

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

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

Fee: Year 9 – \$30 & Year 10 – \$30

ELECTIVE HISTORY

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

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

Topic 1 Constructing History

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

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

Topic 2 Ancient, Medieval and Early Modern Societies

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

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

Topic 3 Thematic Studies

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

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

INDUSTRIAL TECHNOLOGY – METAL

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

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

- Metal Machining
- Fabrication

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

- Sheet metal products
- Metal machining projects
- Fabricated projects

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

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

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

Fee: Year 9 – \$45 & Year 10 – \$45

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Multimedia

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

Course Information

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

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

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

Projects include:

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

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

How is student achievement assessed in this course?

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

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

Fee: Year 9 – \$35 & Year 10 – \$35

INDUSTRIAL TECHNOLOGY – TIMBER

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

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

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

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

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

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

Fee: Year 9 – \$50 & Year 10 – \$50

INFORMATION SOFTWARE AND TECHNOLOGY (Computing Studies)

"I think there is a world market for maybe five computers."

Thomas Watson, chairman of IBM, 1945

As we know, computers and digital technology are now involved in all parts of our daily lives and the broader community.

Information Software and Technology (IST) provides students with a rich experience in a wide range of practical projects. Each student has access to a variety of computers, printers (both A4 and A3), digital still and video cameras, scanners and graphic drawing tablets. Training is available in an extensive collection of computer software programs including Microsoft Office, Adobe Photoshop, Animate and Muse.

The skills gained in this course allow students to become competent users of digital technology, equipping them with a head start in the workplace and future study.

This course integrates the study of core content and selected options delivered through projects.

Core:

The core is divided into the following areas:

- Design, Produce and Evaluate
- Data Handling
- Hardware
- Issues
- Past, Current and Emerging Technologies
- People
- Software

Options:

Options are selected from the following topics:

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

Projects

Projects include organised series of activities to design, produce and evaluate information and software technology solutions for an identified need or problem. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

Information Software and Technology will prepare students for further study at TAFE, continuation into the HSC areas of Information Processes and Technology or Computing Applications as well as for future vocations.

Fee: Year 9 – \$30 & Year 10 – \$30

INTERNATIONAL STUDIES

The International Studies course offers a unique conceptual framework for students to understand and appreciate the significance of culture; respect the culturally diverse world in which they live; and develop skills to engage harmoniously in the interconnected world.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen. Students will gain knowledge of cultural practices, values, beliefs and heritages to form a broader world-view, including the ability to recognise fact, detect bias and challenge stereotypes.

The course comprises one core topic and multiple elective topics as shown below.

Core topic:

Understanding culture and diversity in today's world

Elective topics:

- Culture and Food
- Culture and Sport
- Culture and Travel
- Culture and the Media
- Culture and Beliefs
- Culture and Gender
- Culture on the Move
- Culture and the Performing Arts
- Culture in Art and Architecture
- Culture in Film and Literature
- Culture and Family Life
- Culture, Science, Technology and Change

The coursework is supported by fieldwork, visual representation, film studies and action based research. International Studies will equip students with lifelong skills integral to further study in the areas of business, tourism, legal studies, travel, economics, sport politics, government, human rights, journalism, history, education, linguistics, contemporary art, science, technology, film, literature, geography architecture and more!

LANGUAGES

WHY LEARN A LANGUAGE?

The multicultural nature of Australia, the contributions made to our society by migrants from all over the world, and the place of languages other than English form an integral part of the fabric of Australian society.

A significant percentage of the population already speaks a second or even a third language. The study of Languages provides opportunities for students to become more accepting and respectful of others and more aware of their place in the world as global citizens.

The ability to communicate in another language provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality, international relations, science and research and development.

Modern Languages courses at Port Hacking High School concentrate on communication skills. ICT, songs, DVDs, games, cultural activities (eg cooking, craft and excursions) are incorporated into courses in French and Japanese. The emphasis is on using the target language right from the very first lesson. Our students learn about the culture of other countries and make comparisons with Australia. The world is an interesting place!

The courses prepare students to communicate in everyday situations including:

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

There are also overseas student exchange programs available for interested students.

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

Languages are for life!
Knowledge of an additional language is a stepping stone to global citizenship.

WHAT ARE THOSE LANGUAGES AGAIN?

FRENCH

French is one of the major languages in the world. It is used in parts of Europe, North and South America, Africa, the Middle East, the West Indies, the Indian Ocean region and even the South Pacific region close to Australia (New Caledonia, Tahiti and Vanuatu).

French is the language of diplomacy. It is an official language in a large number of international organisations, including the United Nations Organisation and the Olympic Games.

For more than 200 years, Australia has had strong connections with France. In the twenty-first century, a strong relationship continues to exist through trade and investment, communication technologies, education, scientific and technological research and cultural exchange.

The opportunity to visit and experience France or New Caledonia may be offered to interested students.

JAPANESE

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Japan is one of Australia's leading trading partners. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools.

Each year Port Hacking High School hosts students from Hitachi Omiya city in Japan and in alternate years are offered the opportunity to visit, experience homestay and study in Japan. Sutherland Shire has a sister city relationship with Chuo City, offering further opportunities for cultural exchanges.

Fee: French Year 9 – no cost & Year 10 – \$30

Japanese Year 9 – \$25 & Year 10 – \$30

MARINE AND AQUACULTURE TECHNOLOGY

Australia is an amazing continent, consisting over 69 000 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12 000 islands, 783 major estuaries and a vast array of life.

Marine and Aquaculture Technology (or Marine Studies) provides an educational context linked to the needs of a population based very much on its coast and waterways and which fosters links to tertiary study and vocational pathways.

In this course, students will encounter a wide range of marine-based leisure experiences in a safe setting. Marine Studies provides for both *practical* and *theoretical* learning, honing students' acquired skills to solve real-life problems.

The aim of the Marine Studies course is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

The Years 9-10 course consists of two core modules and 11 options.

Core:

Introduction to Marine and Aquaculture Technology – Year 9
Skills Management and Employment – Year 10

Options May Include:

Marine Animals
Basic Navigation
Tides and Currents
Food from the Sea
Underwater Farming
Pests and Diseases of Aquatic
Growing Crustaceans
Marine and Civil Engineering
Tourism
Dangerous Marine Creatures

Prerequisite:

- Parental signoff **MUST** be granted before students can be placed in this subject. Parental permission notes can be collected from the Science Faculty prior to subject selections and returned to the Head Teacher Science.
- Students **MUST** have a basic swimming ability to ensure their safety during all water activities. All students will be assessed at the beginning of each year, to meet the minimum requirement, which includes:
 - swimming a distance of 200m
 - swimming 25m fully clothed
 - travelling continuously under water for 10m
 - treading water for 3 mins
 - removing clothing while treading water

For specific water activities students may be required to effectively demonstrate other competencies.

Fee: Year 9 – \$30 & Year 10 – \$30

MUSIC

Who should elect to do Music for ROSA?

I should seriously consider Music as a ROSA subject if one or more of the following statements apply to me:

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

What will I be studying?

During ROSA Music studies, you will experience music through:

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

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

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

Group 1

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

Group 2

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

Fee: Year 9 – \$25 & Year 10 – \$25

PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media provides specialised learning opportunities for students to understand and explore the nature of these media as an important field of artistic practice, conceptual knowledge and technological procedure.

The course uses photographic and digital technologies as tools for the creation of traditional and contemporary artworks with a focus on practical. Student learning will include both the **making (60%)** and **interpretation (40%)** of photographic and digital media works. The content will be explored through the three areas of practice, the Conceptual Framework and the Frames.

The broad areas of photography and digital media as still, interactive and moving forms are fundamental to this course. Practice within schools is intended to approximate contemporary practice of artists, photographers, videographers, film-makers, animators and critics who provide real-world models for learning and make career options available to students. Students will be directly engaged with professional photographic works through visits to exhibitions and field trips.

Course Requirements

As part of their studies in this course students will be required to use a **journal** to document explorations of ideas, interests, experiments with materials, techniques and technologies and to record relevant technical information.

They are also required to build a **portfolio**, developed over time. It should be a compilation of photographic and digital works, showing a range of photographic and digital equipment and techniques that demonstrate the student's investigations of the world.

Students should consider the following table of photographic and digital media forms to assist them in making choices for this course.

Still	Interactive	Moving
Any of the following: <ul style="list-style-type: none"> • photographic media including camera-based and non-camera-based works • digital media in printed form • manipulated images including collage, montage and image transfers • enhanced images including collage, montage and image transfers • enhanced images derived from wet photography • computer-generated images • photostatics • installation works • other still photographic and digital forms may also be included 	Any of the following: <ul style="list-style-type: none"> • computer-generated images • games • holographic and virtual realities • hypertext works • web design • internet art • performance works • installation works • other interactive photographic and digital forms may also be included 	Any of the following: <ul style="list-style-type: none"> • video • film • animation • performance works • installation works – time-based • other moving photographic and digital forms may also be included

Students undertaking the Photographic and Digital Media course in Years 9 and 10 are eligible to continue their specialisation in the HSC Visual Arts course.

Fee: Year 9 – \$35 & Year 10 – \$45

PHYSICAL ACTIVITY AND SPORTS STUDIES

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

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

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

These include the ability to:

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

Areas of Study

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

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

Theory Topics:

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

Fee: Year 9 – \$30 & Year 10 – \$30

Students will learn through experiences which include:

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

Outdoor Recreation: Year 9 camp, Year 10 Snow Ski/Boarding Camp subject to Department of Education approval.

TEXTILES TECHNOLOGY

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

Areas of Study

There are three areas of study

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

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

Project work forms the basis of **every** unit of work.

There are two components of project work:

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

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

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

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

Focus Areas

Focus areas direct the choice of student projects and include:

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

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

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

Fee: Year 9 – \$30 & Year 10 – \$30

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

VISUAL ARTS

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

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

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

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

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

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

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

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

VISUAL DESIGN

Course Description

The Visual Design course provides students with opportunities to make and study visual design artworks and to be informed and understand the role of visual design in their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and utilises technologies and processes from community, profession and industry.

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

Visual Design involves learning to think creatively, critically and gaining skills to produce visual responses to problem solving. Students will recognise and understand the ways designers need to resolve increasingly complex issues by focusing on users, creative briefs and their context when designing. This includes issues surrounding the development of ethical and environmentally sustainable visual design practices.

Students will learn about and create different kinds of design artworks in print, object and space-time forms. They learn to represent their ideas and interests with reference to contemporary trends in web design, architects, commercial and industrial designers, skateboard, snowboard, space, light and sound designers, graphic designers, logo, branding, jewellery (dinosaur design), fashion, accessory and textile designers, make visual design artworks.

Students will engage in current issues and ideas through gallery visits and workshops. **Relationships in the art world, between the artist/designer-artwork-world and audience will be explored through the making of designed minor and major projects.**

Students will learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements about their works. They will record their procedures and activities in the design practice in the **Visual Design journal**. **A folio of work** will be completed over time.

Course Requirements

Students are required to produce a **folio of work** and keep a **Visual design journal** to be assessed.

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